

In the jungle of coaching, how to get through successfully?

**Bachelor Project submitted for the Bachelor of Science HES in Business
Administration with a major in International Management**

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Declaration

This Bachelor Project is submitted as part of the final examination requirements of the Geneva School of Business Administration, for obtaining the Bachelor of Science HES-SO in Business Administration, with major in International Management.

The student accepts the terms of the confidentiality agreement if one has been signed. The use of any conclusions or recommendations made in the Bachelor Project, with no prejudice to their value, engages neither the responsibility of the author, nor the adviser to the Bachelor Project, nor the jury members nor the HEG.

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Geneva, 30th May 2014

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Executive summary

Professional coaching has seen itself growing very rapidly from the 90s until today. This high development has brought a significant complexity within the profession, which leaves most of us with an unclear and cloudy idea of what coaching really is. This also comes from the “abuses” of coaching, since anyone can claim to be a coach. Therefore, the first purpose of this paper is to clarify the different aspects and practices of coaching. Determining the added-value of being certified as well as the role of professional coaching associations are also important themes in this paper.

Furthermore, confusion in the profession is de facto translated into difficulties when it is about to know to what coach one can turn to. Thus, this Bachelor thesis has a strong emphasis on preparing oneself to a coaching process, and shall be used as a practical tool for selecting what coach would serve best one’s needs.

Engaging in coaching and hiring a coach shall not be taken too lightly. Indeed, the coach, who must be differentiated from a psychologist, consultant or mentor, can be seen as one’s guide during a quest for finding one’s inner potential. This suggests that the chemistry between the coach and the client is crucial for successful coaching. Even though motivating, a coaching process can conceal some unpleasant moments. It must be clear to the coachee what specific goals he/she wants to achieve. It is also important to mention that the coachee’s motivation for change is a key success factor of the process. Typically, business coaches provide corporations with « sample » coaching sessions to ensure that coachees will select the coach that suit them best. At this point, there are several processes a coachee should be aware of before partnering with a coach, which is necessary for establishing a good relationship. In addition, the client should have a look at several different aspects before making his/her selection and the sample session should give answers to these. Nevertheless, as coaching is a mutual trust process, the most ingredients for making a choice will be the climate of trust between the two as well as the positive intuition of the client.

The focus of the research is international and local, since it refers often to the French speaking part of Switzerland. The results of the research and the recommendations are of interest for prospective corporate and private clients, managers, executives, people working in Human Resources departments and individuals interested in coaching.

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1. Introduction

Professional coaching has seen itself growing very rapidly during the last two decades. Indeed, business, career, executive and life coaches are becoming increasingly popular among companies as much as individuals. This high development, which implies a growing number of coaches and coaching training schools, has brought a significant complexity inside the profession. This also comes from the way coaching is regulated. That is the reason why this paper first aims at answering to the question "what is coaching today?". As coaching is a widespread approach this paper has a view on the coaching market worldwide as well as on the Swiss Romandie coaching market. Throughout this project I aim at giving a better understanding of the profession as well as the needs for coaching that companies have today.

In addition, the second part of this paper will suggest how potential coachees could go through a coaching process and in particular select the coach that will suit best their needs. This gives an answer to our core problematic which is: "in the jungle of coaching how to get through successfully?". Therefore this Bachelor thesis shall be read as a practical guide. Indeed, the first parts allow the reader to get a global picture of professional coaching, which is a prerequisite to be able to embody the recommendations suggested at the end. Even though this piece of work targets especially people that have the opportunity to take part to some coaching, it can be also of interest for companies to make a better coaches' selection. Using this paper as a practical tool can help potential coachees (who are not necessarily familiar with coaching) to get prepared before going through a change.

This paper considers business coaching (coaching in collaboration with corporations) as much than private coaching (or life coaching). There are reasons to justify this choice. First of all, most of coaching professionals engage in public and private activities (Société Romande de Coaching 2011). Second, even though most coaches have clients from different walks of life, the coaching practice remains the same. Third, we also believe that isolating business coaching from life coaching would not make much sense since both deal with components of the other. As an example, a significant challenge at work would also bring unbalance into the private sphere (Fagioli 2014).

1.1 The research methodology

As indicated in figure 1, the research methodology of this Bachelor thesis included several phases. All phases' results are based on primary and secondary research.

- **Phase 1– Global context & analysis (chapters 2-4):** consists of understanding all aspects of coaching: origin, evolution through time, positioning, diversity, methods and regulation.
- **Phase 2– Recommendations and conclusion (chapters 5-6):** Based on the overall analysis, this phase suggests a preparation and selection process that can be used by (future potential) coaches. Results found partly their inspiration from interviews.

Figure 1: Research phases and methodology



The main challenge of this project was to shape my own view of coaching, while remaining neutral and critical. Therefore, much importance was given to gathering primary data among people from the field. As a result, six interviews were conducted with coaches and two with current/former coachees. These experiences helped me design and adjust my own perspective of coaching. Encountering all of these people has been done from January to May 2014. Interviews with coachees were conducted at the end of this study because I wanted to make sure that I had gathered enough knowledge from coaches and secondary data before moving to very personal and subjective perspectives.

2. The nature of coaching

Before going through this whole part, I suggest here my own definition of coaching, which I explain later in part 6.

“Coaching is a quest and partnership based on mutual trust where the coach guides the coachee throughout a change by making him/her profoundly aware of his/her inner resources to lead a satisfying life and/or working experience.”

As the present is moulded from the past, this part takes a close look at coaching's history and evolution to understand its essence, as we know it today. However it is important to take note that we cannot pretend that this gives an exhaustive description of how coaching found its place in our modern society, simply because the list of influential factors towards this movement could be arguably endless. Therefore this part considers the main drivers.

2.1 Origins

Coaching isn't a practice that is fundamentally new even though it has seen a rapid growth during the last two decades. We can actually consider it as a « millennial »¹ practise based on « the art of questioning, reformulating, active listening and bringing awareness to the other ». We can argue that the Greek philosopher Socrates (469 BC–399 BC) is the father of coaching with his famous “know yourself”. Through dialogue and questioning he would lead his audience wondering of their existence and identity (Lefrançois 2013). In fact, taking the above definition, this means that there have always been coaches around us or at least people that have filled this role. They could have been priests, philosophers, professors or parents (O'Connor, Lages 2007).

But originally, the term “coach” comes from the word “coche” in French, which referred to a large four-wheeled horse-drawn comfortable vehicle used to carry and transport people from point A to point B (Dictionary reference 2014) Later, in the 18th century it became a sport practised by the higher class called “coaching”. Today we can still consider modern coaching as a vehicle, which helps you through a path of change and personal development. It takes you from where you are now to where you want to be (Canion, Launer 2010).

¹ DARMON, Karine. Devenir Coach. 2007

2.2 The nature of change

Professional coaching, as we know it today, has not emerged and developed sustainably “by chance”² in our modern society. Even though some talk of coaching as a trend, many different factors can be pronounced to justify the demand for it (FAGIOLI 2002).

2.2.1 A heritage from sport

Before finding its place among companies, coaching was first a term used in sport. The coach was a former good player who was supposed to help players of the same discipline to grow and to reach a high level of performance. The coach is a mentor, motivator and mental trainer at the same time (O'Connor, Lages 2007). Actually, all top athletes have a personal coach. His/her job is to help them become aware of their weaknesses and tries to bring the best out of them to overcome their own limits (Darmon 2007).

However, this modern version of coaching was modified in the 1970s. The publication of Timothy Gallwey's book *The inner game of tennis* was without doubt a milestone in the evolution of coaching. It gave significant insight of the “inner game”³ played inside the head of sportsmen and in particular of tennis players. He argued that there was a much more important game played inside the players' heads rather than on the court. Bringing harmony between Self 1 (our ego-mind, our consciousness) and Self 2 (our unconscious) could allow us to beat our opponent on the other side of the court. In other words, Self 1 would be the part of us that keeps whispering to our ears advice, commands, judgments and by doing so, distracting us and/or leaving us with a lack of confidence. Self 2 would be the one which executes the action and which has knowledge and experience of the game. Gallwey's book tells us that Self 2 knows how to perform the action and when to do it but needs a quiet mind to be capable to reach its full potential. Therefore, Self 1 should observe the game in a non-judgemental way and program Self 2 by giving the main guidelines (which doesn't mean how to perform the action). This high level of concentration and hence, of performance, is achieved only when Self 1 trusts Self 2's potential (Gallwey 1974).

This revolutionary theory left people with the idea that our psychological state has a great influence on our performance.

² HABOUT, Reine-Marie. *Savoir être coach: Un art, une posture, une éthique*. 2009

³ GALLWEY, Timothy. *The Inner Game of tennis*. 1974

2.2.2 The most important influencers

If Gallwey's book had enormous influence, it was by far not the only contribution, which highly benefited to the development of coaching. This following part considers the most famous people who contributed to the launch and spread of professional coaching.

Carl Rogers and Abraham Maslow

In the 1950s, psychology saw another school of thought arising beside psychoanalysis and behaviourism: Humanistic psychology. Abraham Maslow is considered as being its founder. He believed that our behaviour was the result of the choices we make and not the consequence of our subconscious or environment. Moreover the psychologist thought that people carried an unlimited potential to grow to become what they are potentially. Thus, he put emphasis on the importance for employers to stimulate the fulfilment of employees' potential for building as key success factor for companies (Wilson, Madson 2006).

Another leader who contributed a lot to this new system of psychology was Carl Rogers. Carl Rogers (1902-1987) was also a highly influential psychotherapist of his time and developed the client-centred approach, which promoted a new way of interacting with the patient. Showing empathy, being congruent, having a positive regard, could unleash their full human potential, which included growth, creativity, and learning. It is in California, first in 1963 in the Western Behavioral Sciences Institute, and later in his own association the Center for Studies of the Person, that he promulgated his approach for a quarter century (Kirschenbaum 2004).

O'Conner and Lages (2007) cited Rogers who wrote:

"If I can provide a certain type of relationship, the other person will discover in themselves the capacity to use the relationship for growth and change and personal development will occur" (O'Connor, Lages 2007 p.35)

As this paper later puts emphasis on the relationship between the coach and the coachee, it is interesting to see that much importance was already given to the climate between them.

Humanistic psychology focused on the subjective thoughts of the patients. It was very innovative at that time because psychology never focused before on what people could think and feel about themselves. Its principles were attributed to coaching. Here are

some of them: desire of the individual for “self-actualisation” which means the individual fulfilment, the uniqueness of the individual, the willingness of the individuals to exercise their choices (Wilson, Madson 2006).

Carl Rogers and Abraham Maslow are important to us because humanistic psychology is considered to be one of the principal foundations of coaching (O'Connor, Lages 2007).

Elliott Jacques

The Canadian psychoanalyst and organizational psychologist Elliot Jacques can also be considered as having significantly contributed (at least indirectly) to the development of coaching thanks to his discoveries in the field of social sciences. He was actually the first to adapt psychoanalysis in companies in the 1950s (Forestier 2002). Later, as interest towards coaching developed, companies started requiring psychologists ‘services to understand sources of motivation, needs for development, how to deal with recruitment better as well as for assessment (Performance Coaching International 2012).

Esalen Institute

This leads us to a fundamental place in the history of coaching: the Esalen Institute. Esalen is an alternative educational centre and non-profit organization, which was founded in 1962 in California by Michael Murphy and Dick Price. Both of them were inspired by Maslow’s psychology and their centre became soon, with its hundreds of workshops and seminars led by leaders of several fields (in particular by Carl Rogers and Abraham Maslow), the birthplace of the human potential movement (Esalen 2014). The human potential movement, which is highly linked to humanistic psychology, arose in the 1960s and carried the belief that “humans can experience an exceptional quality of life filled with happiness, creativity and fulfilment”⁴. Indeed, there was the core belief that the human could accomplish and achieve more freedom by exploring undeveloped dimensions. In addition, Esalen was also a centre of spiritual experimentation (Wildflower 2013). By founding this institute Murphy and Price wanted to promote alternative thinking, as well as an alternative educational centre without being restricted by any ideology.

Some other important personalities in the field of therapy like Fritz Perls, the father of Gestalt therapy; Virginia Satir, pioneer of the systemic family therapy; Paul Watzlawick, figurehead of the Palo Alto school; Gregory Bateson, important contributor to

⁴ WIKIPEDIA . Human Potential Movement. 2014

cybernetics, psychiatry and systems theory all taught at Esalen (O'Connor, Lages 2007). Furthermore, in the mid-1970s, in the same region (at the University of California) the influence and success of the latter people made John Grinder and Richard Bandler wonder about how to explain "talent". Out of their research was created the Neuro-Linguistic Programming (NLP), which is today a widely used model in coaching worldwide, especially in the French speaking part of Switzerland⁵. It modelled very talented therapists at this time such as Milton Erickson, founder of the renowned ericksonian hypnosis or Eric Berne, father of the transactional analysis (Burton 2011).

The Gestalt therapy, the systemic approach, NLP, Ericksonian hypnosis and transactional analysis are all coaching models and/or methods that have become prominent in the practise of coaching today. Therefore the work of these renowned people is examined more in detail in part 3.

Werner Erhard

Within Esalen, Werner Erhard, who is described as a great influencer of coaching, established in 1971 the EST training. This very popular training taught by Erhard was an awareness programme for large groups, which aimed at helping people to realize their potential. It is very interesting to note that Timothy Gallwey was Werner Erhard's tennis coach (O'Connor, Lages 2007). More than one million people participated to this seminar until 1985 by putting on the forefront novel ideas such as personal responsibility and possibility (Erhard Seminars Training 2014 2014). In addition, we can say that Fernando Flores, who was at the origin of the ontological coaching approach, has influenced Erhard's work. Indeed, his contribution helped to frame Erhard's EST training (Brock 2008).

Thomas Leonard

The "Landmark Forum" replaced it later when Landmark Education bought the intellectual property of Werner Erhard and Associates. This leads us to someone who gets many testimonies for his high commitment in founding the discipline of coaching: Thomas Leonard. Financial adviser by profession, he was Landmark Education's budget director at this time and closely interested in the trainings given at EST (The Sceptik's Dictionary 2013). The fame of Leonard mainly comes from his engagement to spread the practise of coaching, as well as to found it as a discipline. He founded the International Coach Federation (which is today the largest coaching association

⁵ Interview with Mrs FAGIOLI, consultant and business coach, Lausanne, 4th March 2014

worldwide) in 1995 as a non-profit organization to grow the profession. Beside this he taught in several programmes, worked on several projects, conducted conferences and founded some coaching schools (Thomas Leonard 2003)

Laura Whitworth

Laura Whitworth is also considered as a pioneer in the field and was a close friend of Thomas Leonard. She took part to Erhard's workshops, as well as Leonard's seminar about Life Planning. She was actively engaged in professionalizing coaching. Laura Whitworth was very interested in the centred-therapy of Carl Rogers and brought the views of credentialing process and core competencies of ICF (explained in chapter 4). In fact, she contributed more or less directly to the settlement of the ICF, as she was a founding member of the Professional Coaches Association (PPCA), which later merged with the ICF (Brock, 2009). In 1992, she founded, with Karen and Henry Kimsey-House the well-known Coach Training Institute (CTI), which led to the birth of a unique⁶ coaching model: coactive coaching (The Coaches Training Institute 2013).

John Withmore

Sir Withmore followed the doctrine of Timothy Gallwey and contributed a lot to spread the Inner Game to the UK and to Europe (in particular in the 1990s). He studied its principles for applying them in business (O'Connor, Lages 2007). His goal was to increase performance at work by "unlocking people's potential"⁷.

We understand that coaching has been given birth by a group of like-minded people overflowed by creativity, who constructed on each other's ideas, sharing knowledge together until building solid foundations for coaching. Through this description much emphasis was put on the physical location of where these individuals played a significant role in the professionalization of coaching. It makes us realize that California has been an incredible (in particular thanks to the creation of the Esalen Institute) source of brainstorming, innovation and has been at the heart of the development of coaching. However this statement doesn't assume that coaching is an American movement since coaching has been developed on a much larger scale by a lot of different people and has been influenced many different factors. Figure 1 clearly represents the fact that coaching found its foundation in plenty of disciplines and assesses a real diversity in its practise. Indeed, the different academic disciplines as well as the theories, models and

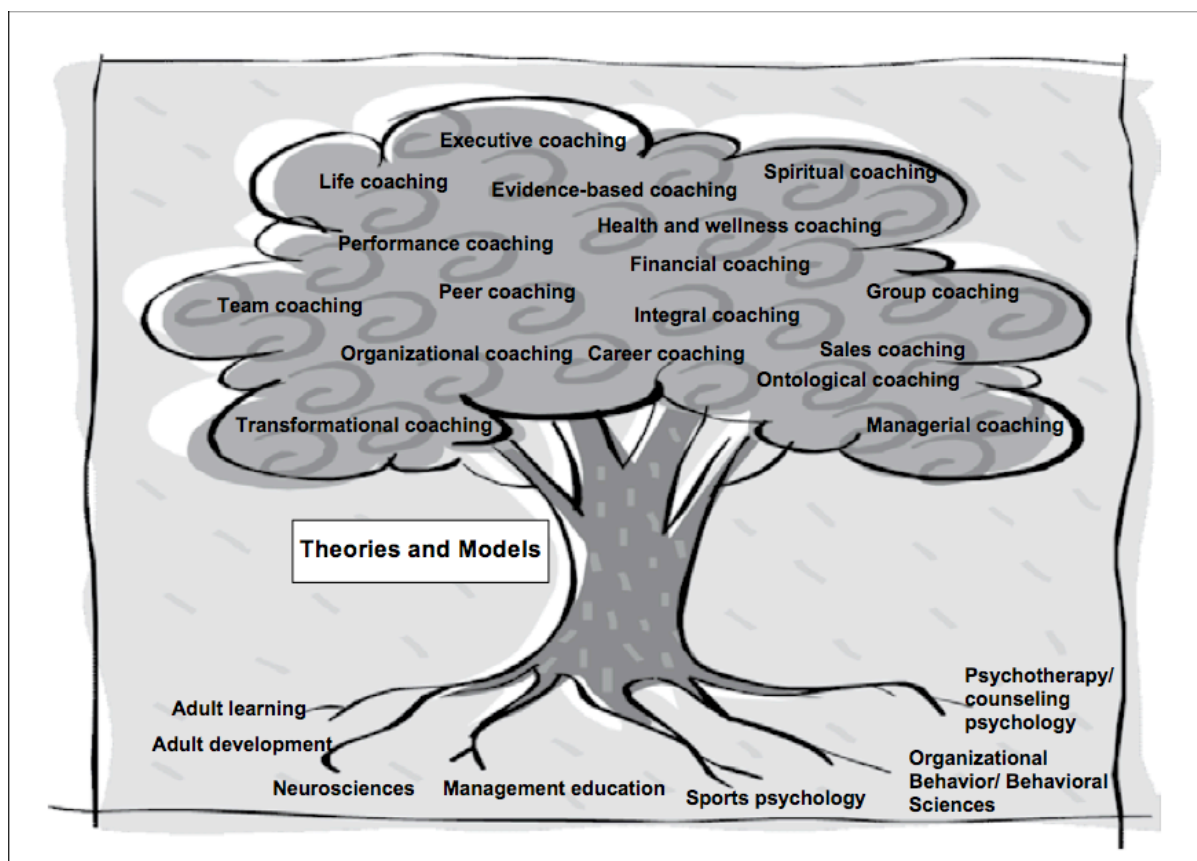
⁶ Interview with Mrs Goette. Appendix 6. May 2014

⁷ WHITMORE, John. Coaching for Performance. 2009. p.10

frameworks resulted in a large variety of specialties (Maltia et al 2014).

Even though several of the terms mentioned in figure 2 are not covered in this paper, it provides us sufficient knowledge to understand the complexity of its development.

Figure 2: The roots of coaching-tree metaphor by Stein⁸



2.2.3 The cultural influences

It would be wrong to say that coaching came out from a western movement. Actually there has been an important influence from eastern thinking in coaching (Wildflower 2013). Indeed both co-founders of the Esalen Institute were highly influenced by Zen Buddhism and other branches of eastern philosophy. The Esalen Institute was a place where body and mind as well as East and West were meeting (Esalen 2014). In addition, the *non-judgmental awareness* described by Gallwey also has Buddhist philosophy origins. Besides this, the rise of the coaching model *ontological coaching* (described in sub-chapter 2.3) has been highly influential from South Americans well-known coaching figures such as Fernando Flores, Francisco Varely, Humberto Maturana and Julio Olalla (O'Connor, Lages 2007).

⁸ STEIN 2003, cited by MALTIBIA, MARSICK, GHOSH 2014, p. 169

2.2.4 Social trends

As said previously, many factors are to be taken into consideration to give a global overview of the rise of coaching. We consider here the main social trends that can explain the rapid spread of our discipline.

The first reason could be the lack of faith in our institutions. Actually, our trust in our institutions has fallen during the last century. The State, the Church, political authorities, scientists and teachers were regarded with a certain respect, which is less significant today. People approached responsibilities differently. One reason was the important role religion played (at least in western countries). Indeed, in the past it would have been usual to turn to a priest when there was an issue. Today's reality is much different. We are much better informed and services offered on the market are permanently compared with others. Trust must be deserved but it arrives to a point where we do not always know who to trust (Fagioli 2002). And the feeling of uncertainty can be significant for some. As a result, today, a growing social isolation takes place and leads many people in developed countries with more doubts. And this is where coaching may come in and help them to find meaning in their work and life in general (O'Connor, Lages 2007).

However, beside this social isolation we could say that there is sometimes a natural need to turn to an external person who is not part of our system (see systemic approach in part 3). Indeed, there are times where support from family and/or friends is not enough (Vaness 2014). These are some phases during which, having guidance from a neutral third party is reassuring.

Another aspect linked to what has been said before is this "already experienced" feeling of not wanting to take actions and responsibilities. Most of us have already experienced the feeling of not wanting to decide or to take responsibilities. This feeling of tiredness and anxiety of not being good enough is called "tiredness of being oneself" (Ehrenberg 2000).

2.2.5 A world of change

Back to this feeling of « uncertainty » described above, the multiplicity of goods and services consumers are faced with doesn't help (Fagioli 2002). Indeed, consumers experience an increasing pressure by facing so many choices and decisions that must be made quickly (Toffler 1990). In this context, the willingness to find and give sense to our daily life increase in the level of people's concern.

Having a look at the work environment perspective, uncertainty is also there. There is a constant demand for better performance and the pressure created at work only facilitated the development of coaching in our society (Launer, Cannio 2010). Nicolas Chauvet, former president of Société Romande de Coaching said that the offer's explosion fits to a need for coaching. Partly, this comes from the increasing competitiveness and the fear to lose one's job or to find one (Les autorités de la Confédération Suisse 2012). There is no employment stability anymore and companies cannot guarantee a professional career on the long term. The hierarchical changes (explained below) leads to career opportunities where people must gather several different kinds of competences. However these new job positions may require new skills that managers were not trained at (Darmon 2007). Therefore, the growing popularity of coaching can partly be attributed to the need of companies to create opportunities of promotion. By doing so, they "regenerate"⁹ (our own translation) their workforce at a lower cost in order to retain potential talents within the company. Thus, in an environment where managers are more autonomous than ever before, self-confidence, capacities for reflexion, reasoning, and learning are essential for survival and can be enhanced by offering coaching to these individuals (Lefrançois 2013).

Moreover, it is not surprising to read that workplace stress is increasing. This is what the work of Palmer, Thomas & Clarke (2005) showed evidence of (Gyllensten, Palmer 2003). If workplace stress is increasing, this may also be linked to a change in companies' structures. The vision of the organisations structure as a pyramid has become quite obsolete. In fact, we observe an increasing degree of autonomy at all levels within companies, which can be translated in more responsibilities. There are new management practices by projects or objectives that imply a growing transversal collaboration at all company's levels. In this context, individuals are required to be flexible, engaged and to take initiatives. Coaching can facilitate the enhancement of responsibilities (Devillard 2001).

It is in this context, where transversal connexions are more and more common that maintaining good relationships between colleagues can make a big difference. Indeed, it can be very challenging to work with several people from different fields, education, status or even cultures. Therefore, another aspect that benefited the development of coaching is the acknowledgment of emotional intelligence as a very important factor for

⁹ DEVILLARD, Olivier. *Coach: Efficacité personnelle et performance collective*. 2001. p.10

professional success. The term was first used in the 30s but Daniel Goleman gave a new flavour to it in 1997 thanks to his book *Emotional Intelligence*. He highlighted the role of feelings in manager's performance and showed evidence that very empathetic individuals or managers can distinguish themselves from others (in particular by maintaining healthy relationships with others) (Forestier 2002).

Beside the concerns related to changes within organisation there is a question or a statement that is receiving more and more acknowledgment: "Has our world become more complex than it used to be?". McGrath (2011) supports this belief and presented a list of technological and social changes that came up in the 80s. She included the digitization of massive amounts of information, interdependent communication of smart systems, lower cost of computing power, the increasing ease of communicating rich content across distances, an increasing wealthy human population, resulting in more participation in the formal economy and finally the wholesale rewriting of industry norms and business models (McGrath 2012). Change is constant and businesses (in particular the people) need to be more than ever responsive to these changes.

"Complex systems are unforgiving places for companies, and people, who move slowly." (McGrath 2012)

Finally, an interesting point is to see a potential change in our way to learn. In fact, continual learning is primary for organizations as managers and employees must acquire the necessary knowledge to be able to adapt in these fast-changing environments (Wilson, Madsen 2006).

Actually, Julio Olalla, previously introduced as an important figure in ontological coaching, believed that we are changing era, without changing our learning methods.

Forestier (2002) cited Olalla who said:

"Né d'une crise dans notre manière d'apprendre et de savoir, le coaching peut être interprété comme une réponse intuitive à cette crise de la connaissance. Le coaching peut y contribuer, car il est une révolution contre l'étroitesse de l'esprit." (Forestier 2002)

Olalla saw in coaching an innovative and new way to learn. He believed that our traditional learning methods were no longer valid to have control of our modern world. However, we can already observe some changes in training programmes. In the late twentieth century, there was a trend for management training programmes. Executives

and managers from “all walks of life”¹⁰ would be put together for an executive development. There was, however, no consideration of individual needs, whereas professional development as of today through coaching gives a tailor-made solution. Even though these development programmes brought benefits to the people trained, the economic issue rising from the economical downturn of the 90s forced companies to restrict the provision of such costly programmes and to implement significant downsizing. This period was characterized by rapid changes, restructuration, job losses and left managers without support in very stressful environments. The concept of performance maximization further developed, as well as the tremendous growth of coaching (Performance Coaching International 2012).

In conclusion, we can easily understand that this whole context can bring the need for many to find meaning and connexions in choices we make or work/life-related issues (Fagioli 2012). Re-centring on what truly matters, as much from private than from professional grounds is felt by many and contributes to giving legitimacy to coaching.

2.3 Coaching diversity

“The increased demand for coaching has led to a diversification in types of coaching offered and the variety of professional coaches available.” (Ellinger, Kim 2014)

It is true that diversity has emerged in coaching. As seen before, this is also linked to the diverse influences it had (see figure: tree). However, there has not only been a diversification in styles of coaching. As of today, there is variety of different methods, tools and models. Before examining the coaching models and methods, this part first gives an overview of the different styles of coaching available.

2.3.1 Types of coaching

We can distinguish four common types of professional coaches: life or personal coaches, career coaches, business coaches and executive coaches (Burton 2011).

1. Life or personal coaches

Life or personal coaches help clients if they wish to change something in their private lives. In this case, the coach will be contacted directly by the client.

2. Career coaches

¹⁰Performance Coaching International. History of coaching. 2012

Career coaching is quite self-explanatory because it addresses people who want to manage their careers. This coaching type aims at bringing coachees a proactive approach about their careers. In this case, the coach can either be contacted by the coachee or by the employer. Indeed, it may happen that companies offer career coaching to ensure his/her successful professional re-orientation.

3. Business coaches

Business coaches work closely with clients about everything related to work issues. The coaches can be managers, employees... Business coaches focus on the individual in this working context rather than the business processes. Part 3 shows us that professional coaching is mostly practised part-time, therefore it is assumed that business coaches are comfortable working in this business environment. Business coaching can impact and benefit an entire business, as it aims at achieving a better performance.

A sub part of this coaching type, which is not considered in this paper, is team coaching.

4. Executive coaching

Executive coaching deals with leaders and top executives. Discussing upcoming decisions, fears, expressing the pressure they are under or even developing their leadership skills are common challenges. Indeed, it may feel “lonely at the top” and talking honestly about their insecurities inside the organization is rarely possible.

Actually, I see very little importance in differentiating these « styles » of coaching so to speak, simply because « the practise remains always the same, only the customer base changes » (Fagioli 2014). Moreover, most of the time coaches won't specialize in one style only, they enjoy a true diversity in the different kind of challenges their clients come with (Socit   Romande de Coaching 2012). This can be perceived as a great wealth in coaching (Abry 2014).

Furthermore, if we take the example of life and business coaching, distinguishing them doesn't make much sense before my eyes because every problematic may have different aspects. Indeed, private and professional lives are bound to each other and when one of them is “unbalanced”, the other will necessarily be affected. In other terms, there is no business coaching without life coaching and the same applies for the other styles (Christine 2014). If we keep using this example we can add that when dealing with personal challenges (coming originally from one's personality) a so to say “business coach” will have to understand the personal components of this person (Fagioli 2014)

2.3.2 Models of coaching

O'Connor and Lages (2009) presented 6 main coaching models:

- i. The Inner Game, GROW and Coactive Coaching
- ii. Integral Coaching
- iii. NLP Coaching
- iv. Positive Psychology Coaching
- v. Behavioural Coaching
- vi. Ontological Coaching

We decided to describe these models in this paper because they are the most prominent and representative of coaching (O'CONNOR, LAGES 2007).

i. The Inner Game, GROW and Coactive Coaching

These 3 approaches, the Inner Game, the GROW model and Coactive Coaching are grouped together because they carry many elements in common.

As seen before in Gallwey's theory, maintaining one's awareness free of judgments will give the best possible feedback. Gallwey put the finger on something very interesting, which is that people do not learn effectively by commands or instructions. He suggested a complete different perspective of how players can improve their games and they can achieve this by learning how to learn. Later, John Withmore will highlight the fact that when people are being given instructions, they have no incentive to think. Therefore this way of doing raises only little self-awareness, creativity and motivation whereas powerful questioning addresses all three (WITHMORE 2009).

Furthermore, Gallwey's model contradicts with the use of positive psychology. In fact, giving praise to one's action (to him/herself) results in expressing a judgment on this action. By doing so, the player loses his/her concentration of the game and enters in a vicious circle as he/she sets to him/herself performance standards. In other words, congratulating yourself for an action supposes that the following action will be compared to the previous one, which was very satisfying. In turn, these sequences do not allow the player to keep the focus on the game.

John Whitmore worked a lot on the GROW model, in particular in his book "Coaching for Performance" and presented this model as a foundation for coaching (Whitmore 2009).

However, the father of the GROW model father was Alexander Graham and his model provided a simple sequence of steps for a coaching session. It is the acronym for Goal, Reality, Options and What/Wrap-up. Here we will also illustrate the different steps of this method by giving example of common useful question used by coaches.

During the first phase (**G**oal), coach and client must agree on a topic and on goals.

Example: "What would you like to achieve?"

During the following step (**R**eality), a self-assessment takes place where the coachee gives specific examples to illustrate his/her current situation or issues. The objective of this step is, through powerful questioning, to help the client adopt a more objective view of the situation he/she is in. The coach will ask the client to be precise in describing his/her perception of the situation.

Example: "What have you tried so far? How often does this happen? Be precise if possible. What is their perception of the situation?"

When they move to the third step (**O**ptions), the coach challenges the coachee to come into action. It is a brainstorming where suggestions are offered. During this phase, no choices are made.

Example: "What possibilities of action you see? Do not worry about whether they are realistic at this stage.

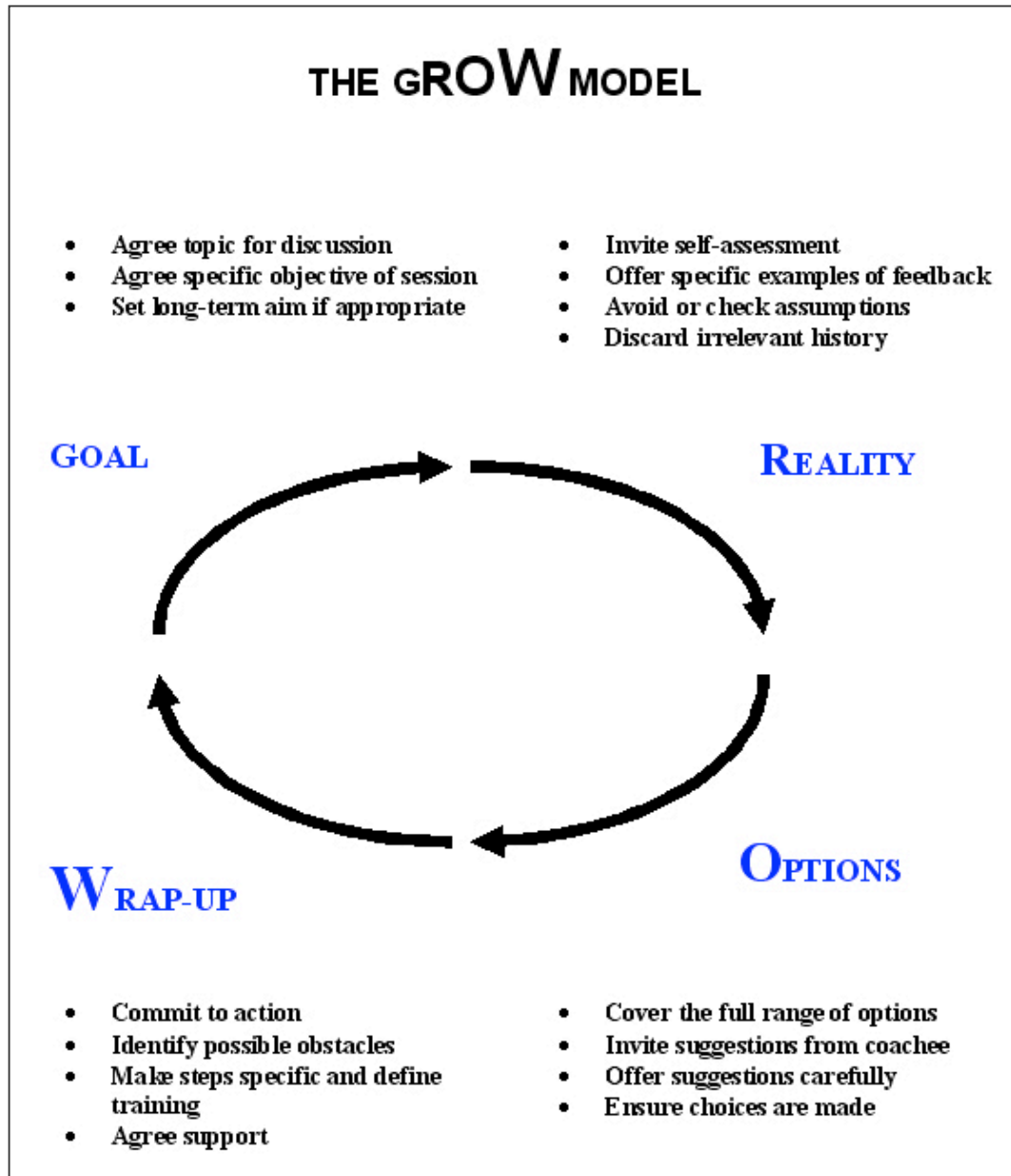
What are the benefits and pitfalls of these options?"

Finally (**W**hat or **w**rap-up), they define together a timeframe, key performance indicators to measure the outcome of the actions.

Example: "Precisely when will you take these steps? What might get in the way? What support do you need?" (LANDSBERG 2003)

Figure 3: The GROW model

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Co-active Coaching, contrary to the Inner game and the GROW model focuses more on the relationship between the coach and the coachee, rather than on the coach's point of view. Actually, client and coach share an equal alliance to serve the needs of the coachee. Therefore, the term *co-active* explicitly describes a real collaboration between coach and coachee (WITHWORTH 2007). In this model, an emphasis is put on the importance of a powerful relationship, which would potentially allow an impact on the client. Active-listening, empathy, curiosity and intuition¹² become key for being a good

¹¹ <http://www.stephenwray.co.uk/coaching.htm>

¹² See interview with Esther Goette in appendix 6

coach. Co-active coaching aims at bringing self-awareness to the client by focusing on being as well as doing. The coach may question the own identity of the client with questions such as “Who am I and what do I want?” (Goette 2014).

ii. Integral Coaching

The integral model is a framework from which cultivating body, mind and spirit in the individual is very important. The integral coach will have a look at his client's life in 4 quadrants and see how well it is balanced among them. These 4 quadrants represent different perspectives of human experiences that the integral coach uses to bring a set of practises and new balance to his client. The coach may identify areas of weakness through these quadrants and focus on some of them (O'Connor, Lages 2007).

The upper left quadrant represents the client's subjectivity. The coach looks at client's ways of seeing and understanding and will ask question to see how he/she reacts and feels about new frames. “How do you feel as you hear yourself say that?”

The upper right quadrant relies on behaviourism approach. In other words, how we behave and how we speak determine how we are. We are here talking of the objective reality because we have a view from the outside and not from the inside as with the upper left quadrant. “What will you do differently now?”

The lower left quadrant is represents a shared understanding between the client and the coach. The coach is a conversational partner and there is the belief that the power of language can bring new ways of seeing to the coachee.

“What else shall we cover today?”

Finally, the lower right quadrant considers that the belief system, skills, roles, expectations of the client must fit in the system(s) in which he/she lives.

“Can you describe me your work environment and how much it differs from your home environment?”

Table 1¹³: The integral model – the four quadrants

| | Interior | Exterior |
|------------|--|---|
| Individual | <p>Interior – individual Subjective reality “I as I see myself. Goals, values and ideas as I experience them. States of consciousness.</p> | <p>Exterior – Individual Objective reality. “It”, “him” or “her” seen from the outside. Science. Behaviourism</p> |
| Collective | <p>Shared understandings. “We” as understood from the inside. Cultures. Shared values World-view</p> | <p>Social systems. Social sciences. Human-constructed environments. Sociology.</p> |

Beside using the 4 quadrants as a framework, the integral coach considers other aspects that may influence the perspectives of the quadrants.

These include the states, the stages, the lines of development and the types. With regard to the states, the integral coach may move from one quadrant to another in order to change the client’s mood or emotions. (Moods are an important concern in ontological coaching)

Also, this model presupposes that each quadrant follows developmental stages. Indeed, there is change and evolution for individuals and society. Once a stage has been reached it is attained permanently. As an example, we have moved to an informational era. (Lower right quadrant)

In addition, such coaching can involve balancing and developing areas of weakness, such as the 5 main intelligences (cognitive, moral, emotional, interpersonal and psychosexual).

Finally, types aim at understanding how people think, what are they ways of doing something. A type’s model example is the MBTI test, which is a well-know psychometric test. Another important theme an integral coach looks at is the spiritual side of the coachee. It would be quite usual for an integral coach to make his client perform relaxation, meditation exercises to take a step back. Often, clients engage an integral coach for spiritual development matters.

¹³ O’CONNOR, LAGES. How coaching works. 2007.

As a conclusion we can say that balance is an extremely important theme for internal coaches.

iii. Neuro-linguistic programming (NLP) Coaching

Originally, Neuro-linguistic programming was not developed specifically for coaching, however there is a good synergy between the two. It is also interesting to know that many of coaching schools in Swiss Romandie used to be NLP schools (PARRAGA 2014).

NLP was born in the mid-70s in California, at the University of Santa Cruz. Its founders were John Grinder, an associate professor of linguistics and Richard Bandler, a student of mathematics. Their wonder was focused on how talent could be explained. Indeed, some of us can be very successful with little formal training, while others need to struggle to achieve the very same thing.

Therefore, they modelled very “talented” therapists at this time: Fritz Perls, Virginia Satir, Milton Erickson, Carl Rogers, Eric Berne and Gregory Bateson. This pragmatic model that came out of this research tells us that by thinking in the same way as these individuals everyone can manage to get better outcomes. It focuses on “how to do”.

This implies that the NLP coach seeks to understand the inner world of his client. Thus, PNL coaches have to master the understanding of body language (Which includes the eyes’ movements) and pay also attention to the words and vocabulary employed by the coachee. The world can be interpreted by visual, auditory and kinaesthetic modalities. As an example, saying “we are on the same length wave” would implicitly give an indication of a auditory representational system (LAUGIER 2010).

Three axes are used by the coach to approach change: changing how the client talks about his/her issue, changing how he/she thinks about an issue and changing his/her behaviours.

This model proposes that we all use a sequence of representational systems when we think and therefore when we make decisions. The coach will help to give more flexibility to other representational systems (such as thinking in pictures, sounds or with feelings) in order to refine the client’s thinking. This will allow improving decision-making strategies.

As well in the NLP coaching model, there are different perspectives, by which the coach

will help the client to get in touch with. There is the first position, which is the subjective point of view; the second position consists of analysing how empathetic the client is; and the third position determines an objective view. Moving from one perceptual position to another can help the client to be clear about his/her goals and beliefs and to understand other stakeholders 'views better.

In addition, the PNL coach can help the client to improve his/her communication by teaching him/her of matching body language and voice tone better.

An important aspect of this coaching model is the concept of an "anchor". It is a sight, sound or feeling associated with a particular response in the past, which triggers always the same feeling. The NLP coach gives importance at identify his client's anchors and to make the client aware of them, so that this awareness can allow him/her to react differently.

As a conclusion, we can say that NLP coaching aims at getting a bigger picture and at becoming more proactive.

iv. Positive Psychology Coaching

When issues of the present cloud completely one's mood one can have feeling of being unresourceful, which potentially leads to a vicious circle and further unhappiness. Positive psychology coaching will search how to get positive emotions. The coach would first help the person to concentrate on his achievements and strengths in order to make him aware that he has an influence and a role to play in the situation. Secondly, the coach would invite the client to formulate an action plan to remediate to these issues.

In addition, the positive psychology coach would help his client to change his thinking and think positively about his situation. That is the reason why optimism and hope are very important to positive psychology coaching.

The positive psychology coach would also challenge the beliefs that are the cause of dissatisfaction and unhappiness in order to move in a positive way.

Moreover, the coach would make his client pay attention to any internal dialogue that might be tough and blaming towards himself and might take place in his head. We can here think of the *Inner game* model of Timothy Gallwey where "the opponent within one's head is more formidable than the one the other side of the net"¹⁴.

¹⁴ WHITMORE. Coaching for performance-GROWing human potential and purpose : the principles and practise of coaching and leadership, 2009, p. 10.

Dynamics of the client's team would also be explored by the coach. He would encourage his client (and help to find ways) to get constructive feedbacks from others.

In particular in work/life balance matters, the coaching would aim at cultivating client's personal strengths and therefore at finding ways to do those things that bring the client pleasure and gratifications on a regular basis (such as hobbies).

As a conclusion, we can say that positive psychology coaching is mostly about making the person aware his strengths and how to make the best use of them. In other words, it aims at creating a resourceful feeling and attitude to be capable of making good decisions.

v. Behavioural Coaching

In behavioural coaching the focus is more on performance and action. It helps the coachee to work on his behaviour and to do things differently. Behavioural coaching is very popular in business contexts because it is used as a tool for increasing performance.

Motivation is a key element in behavioural coaching as it is the abstract trigger that can change behaviour. Therefore, exploring the incentives that motivate the client is an important matter for the coach. "What motivates you? What is important to you?". As for other coaching models, behavioural coaching explores client's goals and values.

In behavioural coaching, the *development pipeline* framework can serve as a guide to identify the sufficient and necessary conditions for changing behaviour. It is composed of 5 elements.

1/ Insight. This represents to which degree the coachee is aware of what should be developed for achieving better performance.

2/Motivation. This second element is the extent to which the client is willing to go through a change. Is she willing to give energy and time?

3/Level of performance. This element aims at determining any discrepancy between the needed skills to achieve this behavioural change and the current client's knowledge.

4/Practice opportunities. This fourth element is the extent to which the coachee will be able to practise in real situations.

5/Accountability. This last element is the degree to which internal and external mechanisms are put in place for acknowledging change. Thus, it also looks at the potential feedbacks about progress and change (Redpoint coaching 2014). Indeed, there

is the assumption in behavioural coaching that a rewarded behaviour will have the tendency to be repeated.

vi. Ontological Coaching

Contrary to behavioural coaching, which has a focus on behaviour, ontological coaching concentrates on existence. In fact, this coaching model pays attention to the physiology, body, emotions and language. An ontological coach will help her client to change her “way of being”. It is based on the assumption that the person’s way of being generates what the person feels, does and says. In this coaching model the coachee’s concern is called a “breakdown” and is seen as a signal, which must be interpreted as an unbalance. As much as in NLP coaching, ontological coaching gives much importance to language.

Moreover, beyond language, an emphasis is put on conversations with others. Conversations imply co-ordinating our actions with others and improving relationships.

The coach could also invite his the client to track his emotions in a diary. This would allow them to understand what triggers these emotions.

Finally, the ontological coach would encourage the person to identify his cultural patterns to give an insight into his own history. In fact, ontological coaches propose that their clients develop personal stories to determine who they are. This last element inherent to ontological coaching may make a big difference in cross-cultural environments.

It would be very subjective to say that one coaching model is better than another one. Moreover, out of these 6 coaching models, we can see that all have a lot in common (even though we just gave an overview of them). Of, course there are many different coaching methods that can be applied in these coaching models. A list of the most prominent methods is suggested in part 4.

2.4 The boundaries of coaching

This part of the analysis is essential to understand the core distinction of coaching among other fields of expertise. Indeed, we arrive to a point in this paper where we might wonder about several things:

How much different is a coach from a psychologist?

How much a coach differs from a consultant or a mentor?

Is coaching a form of training?

Despite the fact that coaching has remarkably developed, coaches still face some issues when it comes to position themselves. Indeed, there is a lot of confusion for outsiders in the sense that it seems that anyone who helps or advises others uses the title “coach” (Fagioli 2014).

However, this practice of making yourself called “coach”, which first showed up in the beginning-middle of the 90s was called differently before. It perhaps still existed but under another name, such as consulting. Today the having the term “coach” on your professional card is trendy but doesn’t necessarily reflect core ideas of coaching. There are so called “coachs” for anything such as clients being “coached” through hidden earphones on how to approach attractive women (Fagioli 2014). On the other hand it gave the opportunity to many management consultants to change people’s perception for a very low cost (Devillard 2001).

i. Psychologist/psychotherapist or coach?

“Therapy is a treatment for psychological problems in which therapists and patients work together to understand problems and come up with plans for fixing them, generally by changing ineffective thoughts, emotions or behaviours.” (American psychological Association 2014).

Throughout this part, the terms psychologist and psychotherapist are used without any difference for the sake of clarity and understanding.

It was clear to every coach I met when writing this paper that there is a significant difference between a coach and a psychologist. The answer that came out the most was that coaching’s focus is on action, whereas therapies concentrate on the “why”. Causes are not of importance in coaching. Therefore the coach won’t make a diagnosis of his client (Christine 2014). Furthermore, coaching does not look back at the future but rather deals with the present and future. If we make the analogy with a flower, the coach would look at the petals whereas a therapist would focus on the roots. This implicitly tells us that the coach will not deepen into the client’s psychology and in particular into the past (Jennifer 2014). In addition, coachees are not “sick¹⁵” but want to go through a change and achieve specific goals. Coaching supposes that the client is mentally healthy (Schmid 2014).

¹⁵ DEVILLARD. Coacher : Efficacité personnelle et performance collective. 2001

Even, though we find a collaborative relationship in both approaches, the person who wants to engage in coaching is called a “client” and not a “patient”. Indeed, calling somebody a patient suggests that the person needs a treatment, a medical care to answer to an illness or a psychological suffering (Oxford University Press 2014).

Moreover, specific and measurable goals are not set when starting a therapy, beside the desired mental state. Similarly, in business coaching the contract between coach and coachee defines a number of sessions. (Cannio, Launer 2010). Actually, in the case that the coach encounters a client who is facing serious psychological issues, he has the duty to re-direct him/her to a specialist (Lefrançois 2013)

However, despite all of these differences, separating the two entities clearly is still not an easy task when not working on these fields. I believe that there are still some overlaps between psychotherapy and coaching. First of all it is interesting to acknowledge the fact that coaching does have therapeutic consequences and that following a therapy may result in taking action (Chavel, Bournois 2013). Indeed, coaching has already shown its effectiveness in resolving physical pain or mental disorders (Christine 2014). In fact, even though both approaches differ in objectives, we must keep in mind that coaching found much of its roots in psychotherapy (see part 2.2). This is the reason why coaching and psychotherapy can meet during some phases of their processes. As an example, a coachee that identifies (thanks to the coach) his repetitive actions associated to a need for recognition and love, is a sequence that could also take place during a psychotherapy (Chavel, Bournois 2013). Furthermore, it is interesting to note that many coaches use therapeutic methods such as ericksonian hypnosis, Emotional Freedom Technique and others.

Finally, the coaching approach can be considered as being “lighter” than the therapy. This has obviously highly contributed to the growing popularity of coaching (Christine 2014). Moreover, « having a life coach tends to attract curiosity rather than pity » (O’Connor, Lages 2007).

“De “ça va” à “ça va mieux”, c’est du coaching!

De “ça ne va pas” à “ça va bien”, c’est de la thérapie! ” (Coach Solution 2014)

To conclude, we can say that there are overlaps between psychology/psychotherapy and coaching. However, the reasons for which someone turns to a coach should be different than for the ones who would go to a therapist. Indeed, a therapist will go much

deeper into the patient's head whereas coaching presupposes that the mental health of the client is ok.

ii. Consultant or coach?

If we want to avoid further confusion about what coaching is, we should definitely separate it from consulting as well.

Despite the fact that 37,1%¹⁶ of coaches of Swiss Romandie also work as consultants, they shall forget their consulting expertise when coaching someone. The reason is that a consultant would guarantee the results of applying a certain process (which has proved to be successful) to his client. Here is the main distinction between the consultant and the coach because the latter will not give any guarantee of the expected results. The potential change is the coachee's responsibility (Christine 2014).

"Le coaching est l'art de ne pas savoir." (Christine 2014)

As we said before, a coach has the duty to remain neutral and objective. This can only be achieved when he/she does not refer to his expertise (i.e Human Resources Management expertise).

The consultant would use benchmarking in order to determine what the best practises to put in place would be. He/she is an expert and knows how to deal with the situation while the client listens to him/her. This means that in this case the status matters. On the contrary, the coach must let the client to get involved in his personal and tailor-made solution (Cannio, Launer 2008).

"Le coaching, c'est aider l'autre à s'aider soi-même." (Christine 2014)

*"Coaching is about helping the other to help him/herself"*¹⁷

However, it may happen that the coach puts a "consultant's hat" when working with executives on strategic or processes' changes matters (Lefrançois 2013). Of course, it is their role to "forget about what they know" but when reporting external behaviour and coachees' results to organizations, they may be asked to shortly shift to a consultant's hat for pointing some things out what could be changed. This could be a feedback with regard to the team functioning, its leadership or on a larger perspective poor corporate communication systems, difficult supervisors or even ineffective procedures (O'Connor, Lages 2007).

¹⁶ SR Coach. Enquête : Etat de lieux du coaching en Suisse Romande. 17 juin 2011

¹⁷ Our own translation from an interview with Christine (assumed name).

iii. Mentoring or coaching?

Similar to a consultant, a mentor is an expert (usually a senior) who would supervise and advise someone in a given field who is often younger. It implies an authentic and honest relationship between the individual and the mentor, who will tend to be more directing when providing specific advice (Lefrançois 2013). The mentor provides a model example to follow. On the contrary, the core belief of coaching (coming from humanistic psychology) is that the coachee carries all the inner necessary resources to fulfil its destiny (Cannio, Launer 2008). Furthermore, it is considered to be the great strength for coaching that it is not required from the coach to have expertise in the subject. In other words, this means that coaching does not (or should not) create dependence between the coach and the client.

Whitmore (2009) referred to a part of Greek mythology where Odysseus ask to his friend Mentor:

“Tell him all you know” (Whitmore 2009)

iv. Training or coaching?

As seen previously, coaching is tailor made for each client. This implies that the coach does not decide of the content of this collaboration and that there is no transfer of knowledge. Moreover, training does not lead to major change regarding one's thinking (Lefrançois 2013). However, we could arguably speak of training when the coach helps his client to improve his communication skills. As an example a NLP coach could teach his client to match his voice tone and body language to bring more harmony when communicating with others (O'Connor, Lages 2007). This cannot be considered as pure training so to say because the coaching process would first require the coachee to adopt a meta-position over the situation.

From my point of view, coaching should not be favoured rather than training (and vice versa) because they have different purposes. Coaching is about learning about oneself whereas training is about learning new skills. Actually, a study from Olivero, Bane, and Kopelman (1997) showed evidence that training combined with coaching brings much higher performance at work. After training, alone managers had their productivity improved by 22,4%, but this number rose to 88% when training and coaching were

completed (Feldman, Lankau 2005).

From this research we can conclude that coaching may be a useful help for individuals to apply new skills into a real context.

2.5 Coaching facts and figures

Coaching is an area where there has been only little research so far (Gray, Goregaokar 2010). However there is growing evidence that tell us about the growing popularity of coaching and the value for money it provides, which is worth to consider. Coaching is perceived as a “highly cost effective way”¹⁸ to enhance professional and personal development. The aim of this part is to understand through factual information, the exponential growth coaching has enjoyed during the last 20 years.

Professional coaching is growing on a global scale. The study *2012 ICF coaching global study* showed us a growth of the number of coaches of approximately 63% between 2007 and 2012 (in 5 years). As a result, there were roughly 47'500 coaches worldwide in 2012, who were cumulating an annual revenue of almost \$2 billions. The same study also put emphasis on the fact this growth is expected to sustain. Indeed, 60% of respondents had experienced an increase in clients and most of them (3 out of 4) believed that this trend would continue in the following year (International Coach Federation 2012).

From O'Connor and Lages (2007), the number of coaches worldwide is even more important because they reported that they were about 70'000. Considering the perception and use of coaching from companies, the same authors cited Auerbach (2005) who showed that 95% of companies from the United Kingdom and 88% of European companies use coaching (O'Connor, Lages 2007). Of course, it is not surprising to find out that larger companies are the most likely to use coaching but according to the Chartered Institute of Professional Development (2011), 76% of small and medium enterprises use it as well (against 89% for large corporations of 250 employees and more). Moreover, the same survey reported that 86% of organisations use coaching, which represented a growth of 4 points compared to the previous year (Trenner 2013).

¹⁸ TRENNER, Business coaching for information professionals: Why it offers such good value for money in today's economic climate, 2013

However, it is obvious that they are difficulties to measure the benefits of coaching. In fact, intangible benefits may be (from the point of view of coachees and organisations) as important as the tangible benefits. Indeed, computing the benefits of coaching through the Return On Investment (ROI) may be reassuring and attractive to managers but its measure can be seen as incomplete. Actually we can even consider that “ROI is an unreliable and insufficient”¹⁹ for measuring coaching outcomes.

Moreover a company’s ROI (after use of coaching) may vary largely regarding other variables such as the size of the organisation, the job of the coachee, the sector, the industry where the corporation operates, the economical context and so on. If we take the example of an intangible benefit, a significant communication improvement within one team won’t necessarily result in reduced costs or higher revenues. Therefore it is very important to consider the client’s benefits as well (here the coachee), which can be easily assessed by having some feedback from him/her or from other stakeholders.

Furthermore, computing the ROI after having benefited coaching is not accurate if we do not consider how much coaching solely contributed to these improvements. Again, it is necessary to get an assessment from the coachee or other stakeholders in order to identify how much of improvements can be attributed to the coaching process. As an example, a salesman who was coached and managed to increase the companies’ revenues cannot attribute this improvement to coaching only because other variables could be taken into consideration as well.

As studies’ results vary widely when computing the ROI from coaching (from 200% to 700%) we will have a look at results from one of the most quoted comprehensive review (Trenner 2013).

This study of the Manchester Consulting Group (2001) was based on 100 executives from 56 large and small organisations who were coached for of 6-12 months. The participants had to estimate their ROI. Nevertheless, in order to quantify the real ROI attributed to coaching, several adjustments were made to isolate the effects of coaching and to avoid potential errors in estimation.

The calculation was as followed:

¹⁹ GRANT, ROI is a poor measure of coaching success: towards a more holistic approach using a well-being and engagement framework, 2006

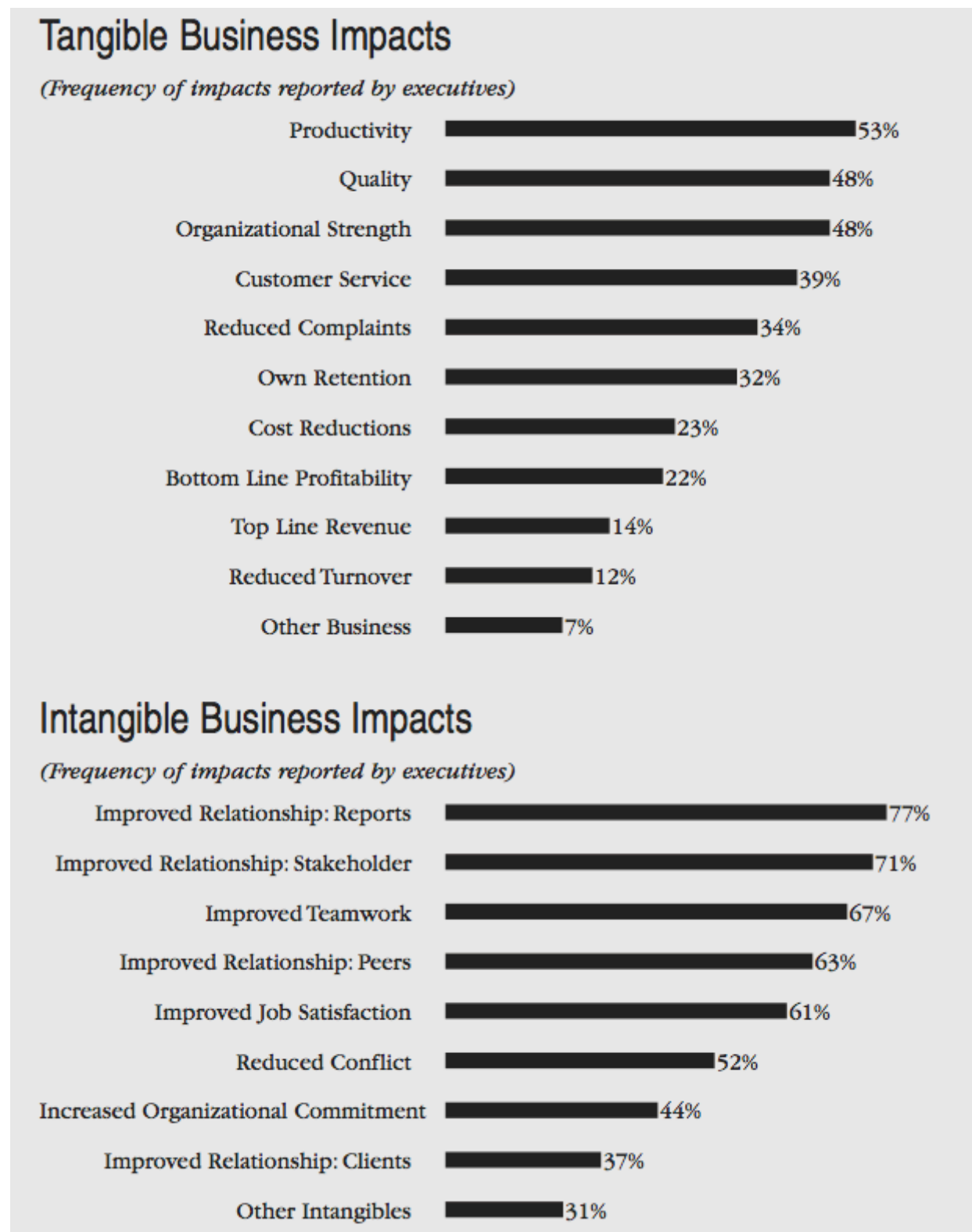
$$\text{ROI (\%)} = \frac{\text{adjusted ROI} - \text{program costs}}{\text{program costs}} \times 100$$

Program costs

Across this study, the average ROI was reported to be 570% (which means 5,7 times return on the original investment). It is interesting to see that very significant tangible improvements were measured (such as productivity 53%, quality and organizational strength 48%) as much as intangible benefits (see figure 3). Moreover the same study also assessed the overall satisfaction of coachees and stakeholders. As a result, 86% of coachees and 73% of stakeholders indicated that they were “very satisfied” or “extremely satisfied” with the coaching process. Furthermore, 73% of the executives who had taken part to this coaching process reported to have achieved their goals “very effectively” or “extremely effectively”. On the other hand, stakeholders were less optimistic but still indicated that 85% of goals had been achieved “effectively” (McGovern et al. 2001).

Other studies also identified the importance of other intangible benefits. Thus, Gyllensten’s study (2005) showed evidence that coaching could reduce workplace stress. Indeed, the study reported that levels of anxiety and stress decreased during the coaching process and were less important at the end of the study compared to other groups (Gyllensten 2005). Similarly, *International Coaching Psychology Review* showed evidence that positive leadership (that could potentially be the result of coaching processes) is correlated with project performance, employee optimism or more importantly engagement (Arakawa, Greenberg 2006). Trenner’s work also cited the study of Grant who proved that coaching brings an increase in resilience and well being of coachees (Trenner 2013).

²⁰Figure 4: Tangible and intangible benefits of using executive coaching



<http://transverseleadership.com/roi.html>

²⁰ MCGOVERN and al, Maximizing the Impact of Executive Coaching: Behavioral Change, Organizational Outcomes, and Return on Investment, 2001

3. Tools

Coaching's variety is clearly understood when all different tools used are known. Thus, this whole part comes as a complement of sub-chapter 2.3.2 (diversity of coaching) and is dedicated to the tools used in coaching because their number is important and provides further diversity in its practise.

3.1 Transactional analysis

It is in the 50s that Eric Berne, founded this social psychology called transactional analysis. From the International Transactional Analysis Association (Itaa) this theory consists of « certain key concepts that practitioners use to help clients, students, and systems analyse and change patterns of interaction that interfere with achieving life aspirations ». Berne's theory has now many applications in coaching, counselling, psychotherapy and organizational development (Itaa 2014).

Transactional analysis is used in coaching as tool for bringing awareness and go beyond conflict. It can be considered as a tool for understanding personality and behaviour (Darmon 2007). It allows in particular understanding of the interpersonal relations of the client and the logics behind communication. Its main concepts are the ego states, life scenarios and psychological games (Halbout 2009).

These concepts aim at understanding these « transactions » in communication in order to avoid us from repeating a same reaction, behaviour that would not in accordance with the situation or ourselves (Ifat 2014).

3.2 Systemic approach

The Mental Research Institute of Palo Alto in California (also called "Palo Alto" school), founded in 1959 has been one of the pioneer sources of systemic studies. Some of it important figures such as Gregory Bateson, Paul Watzlawick, Virginia Satyr, John Weakland, Dick Fish and others contributed to develop this model. It aims at resolving more effectively "human problems with individuals, couples, families all other levels of social organization"²¹ (Mental Research Insitute 2008).

The systemic analysis is an interdisciplinary theory, which can be applied in economics, psychology, management, marketing, work organization and others (Darmon 2007). It assumes that an individual behaves in accordance with systems in which she evolves. This means that nothing is seen as good or bad but adapted to the system, which

²¹ Mental Research Insitute. 2008

involves people, structures, relations, actions and rules. Moreover, every part of the system is seen as being interconnected, which means that working (with the coachee) on types of communication and relationships will always have an influence on the system (Forestier 2002).

To put it in a nutshell we can say that systemic analysis allows the person to step back from a (complex) situation and to analyse it. It can be asked to the person to draw the situation or to move some objects physically for having a meta-view of the situation (Schmid 2014).

From the interviews I conducted, I realized that it is a very popular technique (see appendices).

3.3 Gestalt therapy

Fritz Perls (1893-1970) was the founder of Gestalt therapy. As well as in transactional analysis the Gestalt is used as psychological tool for bringing awareness and go beyond conflict (Darmon 2007).

Actually, Gestalt therapy is a very pragmatic approach, which could even be considered as amusing because it lets one reinterpreting given situations (see appendix 4). An example could be someone who would get angry from a specific situation. Here it would help the person to restore balance in his/her emotions. This approach allows the person to identify the triggers of these feelings and to step back from them (Jennifer 2014).

3.4 Ericksonian hypnosis

Hypnosis is a therapeutic tool, which has shamanic origins and was practised by several different cultures before developing in Occident (Jennifer 2014). There a lot of misconceptions about what hypnosis truly is. Actually we could simply define it as a natural different state of consciousness. In fact, all of us enter a hypnotic state daily without noticing it. It could be while walking (we do not pay attention to put one foot before the other), while looking out a window during a boring class, or before falling asleep. Entering in such a state gives a feeling of “having one’s head in a cloud” and of deep relaxation. Thanks to relaxation and visualisation exercises, the coach allows the coachee to be put into contact with her inner resources to find a solution to her issue (Coach Solution 2014).

Milton Erickson (1901-1980) was the founder of Ericksonian hypnosis gave his name to it. However, this does not mean that he invented what hypnosis is. He modelled a

metaphorical language to work effectively with the person's unconscious. This "language" is a tool used by the coach who makes "suggestions" by using abstract concepts. The practise is recognised by ASCA (Fondation Suisse pour les Médecines complémentaires) and is considered as "safe" since the client solely interprets abstract concepts (Jennifer 2014).

It is a powerful tool, which is especially used in situations, where it is difficult to verbalize feelings or to reinforce a sudden inner awareness (Fagioli 2014).

3.5 Neuro-semantic

Neuro-semantic comes from NLP, that is the reason why we can introduce it as its « little sister »²².

It studies relations between the sense we may give to things, people and performance. It aims at understanding how the codification is made for an individual and how it impacts human relations (Jennifer 2014). It suggests that the response or behaviour of an individual is performed by an inner meaning. Therefore, neuro-semantic focuses on implementing different processes to enable improvements of performance (Hall 2010).

3.6 Emotionnal Freedom Technique (EFT)

Emotional Freedom Technique can be defined as « an emotional version of acupuncture wherein we stimulate certain meridian points by tapping on them with our fingertips »²³. This technique is based on the assumption that a negative emotion comes from a disruption in our body's electrical system. Combining verbal statements and tapping with fingertips on certain points of the body stimulate energy points and can provide results for physical, emotional and performance issues (Craig 2014).

EFT can help a person to deal with anxiety, stress, fears of failure, negative thinking and success better (The Coaching Life Company 2011)

3.7 Personality tests

« Je veux d'abord savoir comment cette personne fonctionne. » [FAGIOLI 2014]

It may sound logical that coaches give importance to tests focusing on clients' personalities as it tells them how the person functions. Moreover, it is also a very

²² Our translation from the interview with Jennifer (assumed name). March 2014

²³ CRAIG. Emofree.com. 2014

practical tool to bring awareness to the client. When sharing results with the person, it is likely that she will understand herself differently as well as the situation (FAGIOLI 2014).

There are many different tests available, we will cite only some of them.

3.7.1 Myers-Briggs Type Indicator (MBTI)

The Myers-Briggs Type Indicator (MBTI) was first conceived by the work of Carl Gustav Jung. It is and is known as being the world most used personality assessment tool worldwide (Fagioli 2002).

It supports you in better identifying your strengths and weaknesses and defines 16 personality types. (Myers And Briggs Foundation 2014) Its popularity probably comes from the clear distinctions it makes between these 16 types, which can make it easy to apply within teams or companies.

3.7.2 360 degree feedback

This technique gives a feedback regarding the managerial practices. Actually, it is based on a survey, which is filled by the person first and second to her colleagues and line managers. It consists of comparing one's own perception of his managerial skills with others' perceptions. From the results, a personal development plan is discussed with the coach (Darmon 2007).

3.7.3 Enneagram of personality

As with the MBTI tests the enneagram separates different personalities. There are nine of them, which are given a number (For example the number one represents the perfectionist, the number two represents the altruist etc. (see appendix 2).

4. Regulation of coaching

Due to the fact that the practise of coaching has significantly increased and has become a fast growing industry (see above), we can only assume that this trend will expand further. However, there are no formal institution regulating coaching, which means that the profession is yet unprotected²⁴. Therefore we can only foresee a real challenge in bringing true professional recognition to coaching.

This part deals with organizations promoting professional coaching and gives a description of their roles and/or what they offer. It first takes a look at the self-certification of coaching schools and second, focuses on the main accrediting organisations worldwide as well as in the French speaking part of Switzerland.

4.1 Certification

Certification remains today a difficult topic in the field of coaching. This is due to the fact that there are no international organizations nor internationally recognized regulations that could monitor the certification of coaches. In other words, this theoretically means that anyone could claim to be coach. (Lefrançois 2013)

However, we can still nuance this statement by assuming that someone who pretends to be a coach, without having followed any coaching training programme and/or without experience would probably struggle to find his/her place within the coaching profession. Acquiring a certification from a coach training programme defines the completion of certain requirements from the student, which gives the coach more credibility (The Christian Coaching Center 2014). Taking into account that there are many “abuses”²⁵ (our translation) on the market of “coaches”, being certified can allow coaches to distinguish themselves from others.. Some pretend to “coach” for love, mode or even cleaning purposes (Fagioli 2014). Media has also played a major role in bringing coaching to awareness and in popularizing it. This is a fashion that it largely criticised by professional coaches because there is the tendency to put all of them in the same bag. Therefore it is recommendable to be certified by a coach training school, as it will give the coach legitimacy to his/her practise.

However, beside the practise of “love coaches”, we can point out that coaches are professionals coming from many different fields (coaching was born from multidisciplinary practises as seen before) and entering this environment with their own

²⁴ Interview with Jennifer (assumed name). 11th march 2014

²⁵ Interview with Marie-Claire Schmid, president of SR'Coach, 31st march 2014

experience and expertise. They are mostly trainers, consultants, Human Resources managers and directors; and 42% of them are above 50 years old. Another interesting fact tells us that (in Swiss Romandie) only 15% of coaches have an activity rate of 75% and more, whereas more than 70% of them carry out an occupational activity of less than 50% (Société Romande de Coaching 2011). Having a look at these numbers, it can be easily understood that the professions mentioned before must create, as a matter of facts, a real synergy when linked with coaching. Knowing this we can ask ourselves the following question: “After having acquired a certain life experience and working experience from the above professions, would it be necessary to spend time on banks at school for learning how to unlock the potential of people? And can you have the innate abilities for being a coach?”

This paper won't suggest one categorical answer but will examine some aspects/hypothesis. Before trying to give an answer there are a few points worth to consider.

First of all, the previous statistics showed us that many coaches aren't young. They have gathered enough experience before establishing them as such. We could assume that someone in this case who would have been working as a Human Resources Manager for a major part of his/her career life-time would probably have developed some competences at helping people to find their way. Furthermore, another assumption could be that this person is extremely empathetic and supportive in his/her approach. This characteristic could be attributed to one of the core competences described by the ICF: “Establishing Trust and Intimacy with the Client” (International Coach Federation 2014). After all, coaching is a matter of trust.

Moreover, it seems that the most important marketing tool for coaches is the word of mouth. Indeed, a local study of SR Coach showed that 35% of coaches considered word of mouth as an active means to promote their coaching activities (Société Romande de Coaching 2011). Naturally, clients (or former ones) tend to make recommendations to others when they are satisfied with the coach who helped them. Coming back to our experienced former Human Resources Manager, many say that attending an initial training is essential for practising coaching (Chavel, Bournois 2013). Going further in this direction, we could say from the eyes of the Société Romande de Coaching, that having completed an initial coaching training of two years is a prerequisite for being accredited (for more information accreditation is dealt in the following part). The answer to “After having acquired a certain life experience and working experience from the above professions, would it be necessary to study coaching?” would be yes.

However our interpretation of the survey of SR' Coach reminds us that it is important to bear in mind that many coaches see a need in putting barriers to the abuses' expansion in coaching. The two biggest expectations of respondents from a coaching association were the promotion of coaching to the public and the accreditation of competences. Therefore this need of promoting coaching as such could provide a big support in positioning certified and accredited coaches on the market. We could eventually talk of "liberal regulation", in the sense that these efforts intend to meet the demand and to monitor the different coaching practises available.

The promotion of these "recognised" coaching practises is legitimate to establish and spare coaching as such.

This helps us to understand the mindset in which certified coaches may be. They want to spare this know how which has been transferred and developed for the last 40 years.

Nevertheless, would not it be possible to develop one's own coaching method from one's personal and professional experience (still considering the case of the Human Resources Manager). There are indeed natural competences (Goette 2014).

However, we admit that (from the client's side) selecting a certified coach who has been constantly engaged in learning and deepening knowledge from different coaching programmes will be acknowledged as a trustworthy professional. On the other hand, we would go with the assumption that the Human Resources manager of our case (it could have been an experienced trainer, manager, consultant or director), who would be promoting his/her coaching competences solely with his/her life and working experience would perhaps face barriers for reaching a high coaching activity rate (because no coaching certification may lead to non-credibility). But after all, the satisfaction and recommendations from his/her clients will be the only guarantee of reliability.

On the other hand, a so-called "coach" who gathered expertise from a coaching training and got certified doesn't necessarily have developed the required reflexion for guiding a client through a session. You don't become a professional coach from one day to another: it is a process. It is important to bear in mind that when we say "certified coach", this simply means that the person got credential from a school, which creates its own quality label. (Darmon 2007) However, this credential is no proof of the quality of the class simply because each school has its own credential system. Therefore it is of primary importance for people willing to attend a coaching training to get to know the content of the offered programmes.

Moreover, we can be sceptical about the evaluation process of some schools. In fact, whereas some schools do not evaluate the students at all before giving certification (it is only required to attend the classes), some others have a quite “light” final examination. This includes a written exam and a coaching simulation. The latter implies that two students will “simulate” a coaching session by simultaneously playing the roles of coach and coachee before a jury. We could challenge the certification by saying that the simulation is biased because both students have no interest in putting the other in a difficult situation. Both of them want to pass. On the other we can imagine the complexity it would bring to the evaluation’s organisation if students had to deal with real cases only (a client so to say). Nevertheless this would give more credibility to the certification.

However, it is also important to take note that (at least in the French speaking part of Switzerland) most of students who attend such training do so for personal development matters. This segment does not intend to start a career in coaching but simply want to learn and develop. Furthermore, schools would recommend to these “young certified coach” to engage in another training for two years before taking the step of real official practise with clients. Understanding this, we can definitely say that it is expected from a coach to have a strong engagement in professional development because the completion of one programme cannot be enough for practising officially.

Another aspect of all different certifications (locally and internationally) is the confusion it brings. First, we can talk of confusion from the side of coaches (or students in coaching) because there are an important number of different certificates on the market. Knowing that in the Swiss Romandie programmes have lot in common doesn’t help the search for one. This is why marketing truly found its place in coaching. Otherwise how would you sell your service in the sea of sameness?

Second, this confusion rises from the side of clients as well. Putting ourselves in the shoes of an individual requiring coaching, it is understandable that knowing first the competences and experience of the coach is an asset. However, if certification itself is not truly reliable, it may be difficult to make a choice for a coach. (Coutu, Kauffman 2009)

4.2 Accreditation

However, this sub-part highlights a very probable change, or even a trend in the field of coaching. This is accreditation. In a near future, it is likely that certification will no longer be enough to be regarded as a competent and trustworthy coach. This is where accreditation comes into the game.

The American Psychological Association describes accreditation as followed:

Accreditation is both a status and a process. As a status, accreditation provides public notification that an institution or program meets standards of quality set forth by an accrediting agency. As a process, accreditation reflects the fact that in achieving recognition by the accrediting agency, the institution or program is committed to self-study and external review by one's peers in seeking not only to meet standards but to continuously seek ways in which to enhance the quality of education and training provided. (American Psychological Association 2014)

There are actually two kinds of accreditation: for coaches and for programmes (whereas only coaches can be certified). First, the accrediting organisations “accredit” the quality of coaching programmes offered by training schools, acknowledging that they meet their standards. Second, these accrediting institutions have the power to accredit coaches, and thus, to give recognition that they have acquired a certain know how, expertise and that he/she follows specific ethical standards set by the organisation. It doesn't only focus on competences but more importantly on “the level of reflexion”²⁶ of the coach (our translation). Furthermore, being accredited by an organisation (as an individual) implies the commitment from the coach to follow an on-going training on a regular basis during his/her coaching career. Similarly, the accrediting body subjects a rigorous audit of the training business to meet the standards set and to pursue a continuous development.

As an example, being accredited by the International Coach Federation supposes that the coach will continuously get trained on a yearly basis. The accredited coach must also have gathered a minimum hours of experience.

4.3 Professional associations

There are many coaching associations worldwide, whose main role is to promote the profession. Coaching organisations also ensure the respect of code of ethics from their members and foster the development of trainings. Moreover, they also play a major role in creating networks of coaches (Goette 2014). These networks can be seen as platforms where coaches can brainstorm about the different practises, trainings. They are sources of continuous development and therefore can only benefit the demand for coaching. Some famous associations are the International Coach Federation (ICF), the International Coaching Community (ICC) the European Mentoring & Coaching Council (EMCC), la Société Française de Coaching (SF'Coach) or in Swiss Romandie: La Société Romande de Coaching (SR'Coach).

²⁶ Interview with Marie-Claire Schmid, 31st March 2014

A study of ICF (2012) showed evidence that coaches that belong to one or more coaching associations get in average higher revenues than the ones who do not take part to any. The average result is \$ 49'700 against \$ 40'000 (ICF 2012).

Most of them (from the examples above) have their own accreditation systems (at least for individuals), which allow them to regulate more or less progressively the market. As we assume that accreditation will gain in importance in the near future, this part mainly considers the role of accrediting institutions. The International Coach Federation (ICF) and later the Société Romande de Coaching (SR' Coach) are examined.

The world's biggest coaching organization is the International Coach Federation (ICF). It is the current biggest accrediting institution. ICF was founded in the United States by Thomas Leonard in 1995 and was the very first international professional association for coaches. It contributed a lot to bringing awareness of the profession globally. It has a presence in more than 80 countries and has about 20'000 members, who are mainly American and Canadian (in Europe, the United Kingdom, France and Switzerland have the most of the ICF members). As said previously, ICF accredits its members and also coaching programmes that meet its standards (Darmon 2007). They are 3 levels of individual accreditation defined by the organisation: Associate Certified Coach (ACC), Professional Certified Coach (PCC) and Master Certified Coach (MCC). For reaching the first 2 accreditation levels (ACC and PCC) it is required to have completed a programme accredited by ICF (see comments in part 6), to have accumulated enough hours of client coaching experience (100 hours for ACC and 750 hours for PCC) and to successfully pass the assessment, which is based on a multiple choice question (International Coach Federation 2014).

From Janet M. Harvey (2012), ICF president and Master Certified Coach presents the ICF's role as followed:

"ICF is committed to ensuring that consumers of coaching get the quality of coaching they deserve." (International Coach Federation 2012)

Narrowing now the focus to the Swiss Romandie, the Société Romande de Coaching (SR' Coach) is a well-known coaching association in the region. SR'Coach has 87 members (Société Romande de Coaching 2014).

As the ICF, it has also determined some core competencies as well as a code of ethics.

Currently, the French speaking part of Switzerland doesn't have any local institution, which has the ability to accredit. However, the Société Romande de Coaching (SR

Coach) is about to take this new role. Coaching has today reached a stage of maturity²⁷ in the sense it is required to be give it a structure (Schmid 2014). Here, the phrase “reaching maturity” doesn’t suggest that professional coaching is not likely to develop anymore, but rather that it has evolved without borders long enough so that knowledge was created. This report is written with the belief that accreditation will provide coaching with the opportunity to be given more credibility and recognition, which in turn, could foster its spread.

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5. Prepare your coaching: Pick the right coach

We have seen the importance of coaching today and that the “informal” regulation of the profession has brought significant challenges. On the one hand these challenges are faced by coaches, who can find it difficult to market themselves. On the other hand, potential clients have not necessarily clear in mind what coaching really is. This implies further difficulty and complexity when it comes to selecting a coach or preparing oneself to it. This part aims at providing answers to the latter and is directly addressed to the reader. Therefore the following says “you” to make it more personal.

In a world of constant challenges where coaching asserted itself as roughly \$2 billions worth industry, it may be necessary and meaningful to be aware of the coaching process as well as the benefits it provides (International Coach Federation 2012). It is therefore essential to go through this part (as well as the whole paper) as a practical tool in order to get the big picture first before understanding how to make your personal choice. Even though these recommendations target in particular potential business coachees, it can also be applied in carrier or life coaching.

As reported the study *The Manchester Review* (2001):

“Eight-four percent of participants identified the quality of the relationship between executive and coach as critical to the success of the coaching.” (McGovern 2001)

5.1 Start with the start

« Why would I need some coaching? » is a question that may come to one’s mind. It may happen that it is proposed to you from your company or in particular from your superior who believes that you hold a potential talent, which can develop further. In fact, as seen previously, professional coaching is not seen anymore as a means to allow people to reach the standards set by the company. It is rather often perceived as a “perk management”²⁸ or even a “social advantage”²⁹.

The main registered reasons why coaching is used are cited below:

²⁸ TRENNER, Lesley. Business coaching for information professionals: Why it offers such good value for money in today's economic climate. 10th April 2013

²⁹ FORESTIER, Gilles. Regards croisés sur le coaching. 2002. p 40

Table 2: Main situations where coaching can be recommended³⁰

| Multiple answers | Number of answers | % |
|--|-------------------|------|
| To improve leadership, management style, enlargement of responsibilities | 249 | 83% |
| To improve team functioning | 193 | 64% |
| Job integration | 143 | 48% |
| Coaching on a key challenge | 137 | 46% |
| Coaching during merger & acquisitions | 129 | 43% |
| Change of job position | 115 | 38% |
| Development in the job | 112 | 37% |
| Career development | 111 | 37% |
| Communication enhancement | 105 | 35% |
| Problem solving/conflict management | 90 | 30% |
| Stress management | 67 | 22% |
| Project management | 67 | 22% |
| Evolution in a multicultural environment | 61 | 20% |
| Preparation to expatriate or to return | 40 | 13% |
| Other | 11 | 4% |
| Total of responses | 1630 | 100% |

Other important opportunities that could be taken to get into a coaching process are:

Stress and emotions management, work/life balance, lack of motivation (from you or your team), time management, delegating, giving sense, a leader alone with important decisions to be taken, assertiveness (Schmid 2014). The list could be endless.

5.2 The coaching process

Before going any further in preparing oneself to coaching, it is first essential to understand how a typical coaching process evolves over time.

O'Connor and Lages (2007) summed up a behavioural coaching methodology, which can be seen as a common process in business coaching.

This 6-step methodology covers all steps of such a coaching process: education, data collection, planning, behavioural change, measurement and evaluation. This methodology deals mostly with the right-hand quadrants of the integral model because it aims at collecting behavioural feedback for progress measurements and evaluation.

1/ Education. First of all, the coach will manage the client's expectations about the coaching. The coachee must be aware of what coaching does and how results will be measured. It is also at this stage that confidentiality will be talked about. Actually, the

³⁰ FORESTIER. Study of Syntec. 2001(our own translation). 2002 p.18

coaching will not be reported to managers. The manager will not know in detail what happens during the sessions and will only be aware of the behavioural results (as measurement must be possible). This is essential for building trust during the coaching process (O'Connor, Lages 2007).

2/ Data collection represents the fact that the coach needs some information regarding the client (the manager, who will be coached) and what are the performance goals. The coach needs also to understand the organizational context of the company. This can be effectively done through the Human Resources department, depending on the company's organization. The data collection with focus on the coachee, first takes place during a session between the coach and the line manager only and/or during the tripartite contract (line manager, manager and coach). Depending on the scope of the coaching, the coach may have to consult several other stakeholders within the company. Personality tests such as the MBTI may also be used to assess individuals (O'Connor, Lages 2007).

3/ Afterwards comes the action-planning step. It takes place once the client has been "studied" (VANESSA, 2014). The new behaviour that wants to be adopted as well as the targeted results become the goal. From this, the action plan will take the form of a record of tasks associated with results. As a means of evidence of the coaching process effectiveness, the action plan must be written down (O'Connor, Lages 2007).

4/ To facilitate the change of a given behaviour, the coach will use techniques such as modelling someone who has achieved the same or similar goals; bringing awareness of the anchors (term used in NLP) that leads to undesired behaviour, role-playing and other "games" (Schmid 2014). Of course, this step involves all tools seen in part 3.

5/ Thanks to the action plan initially agreed, coach and client are able to monitor the progress. One session's end could be that the coach gives feedback (Abry 2014).

6/ Finally, when the agreed number of sessions has past and that objectives are met the contract ends. From this point, evaluation can be done based on different criteria: subjective perception of the client, changes of behaviour, business results (O'Connor, Lages 2007). In the case of business coaching (as seen in part 2.5) basing the evaluation of coaching effectiveness on Return On Investment only is insufficient.

5.3 Preparation

This sub-part is named “preparation” simply because coaching expectations may diverge widely depending individuals. The following aims at giving some guidance to the future coachee.

You have been proposed some coaching? It may feel uncomfortable to be proposed to enter in a coaching process. However, coaching is no longer (or rarely) considered as being the “last given chance”³¹ before taking the exit door. Contrarily it tends to be seen today as a way to develop high potential talents (Trenner 2013).

“This has been the greatest gift the company ever gave me. They can give you a bonus, but you’ll just blow it on something. But this is a gift that will stay with me. When this started, my new boss was ready to fire me. Now he’s promoted me.”
(McGovern 2001)

Of course the growing awareness of coaching may result in cases where it comes from the client’s own initiative as well (Vanessa 2014). Therefore, the following has been designed in such a way that it should be useful for anyone who would be interested in engaging in coaching.

Following this methodology, a first important thing to ask to oneself is: “Am I willing to go through a change?” Coaching implies giving sense to things. That means: giving sense to your life, your work, your issues and challenges. This process involves re-centring yourself and understanding who you really are and what really matters for you. Some do not want to go through such a personal development.

“Nous n’aimons pas le changement.” (Schmid 2014)

We all have our limits that are defined by our core believes and it is from human nature to create a frame and reference points in our daily life. Of course, it may be difficult to separate from them for a better outcome. The result of this is that there is an average of 6 coaching sessions needed before being fully ready to go through this change (Schmid 2014). Some authors emphasize the importance of emotional commitment to make sure that the changes will be maintained and thus sustainable. “Do I really want to change? Am I highly motivated?” is considered as a key question from the client’s side (O’connor, Lages 2007).

Of course, the client should have clear idea of which area he/she wants to work on. As mentioned previously, the client decides what goals must be achieved and that they should be specific. This implicitly means that the progress must be measurable and that

³¹ Our translation- Interview with Christine (Assumed name). January 2014

client and coach must know when objectives will be met. In other words, it is essential to come with a well defined and precise problematic of what is considered as being the most important. Of course it is also the coach's role to help to clarify the goals.

With regard to your preferences and issues, you may search for different competences or tools from your coach (see tools in part 3). As an example: some people may be reluctant to try Ericksonian hypnosis. However, I would assume that all tools are to some extent ways to communicate with the unconscious. I support this assumption with the belief that reaching a different level of awareness is felt as "deeply understood".

It is as well important to be aware that hiring a coach for improving performance at work, does not imply that personal or private matters will not be covered. As explained previously, this is why this paper gives little importance to making distinctions of coaching styles (i.e business coaching versus life coaching). Actually, a study showed evidence that companies may not hire a coach to deal with executives personal lives 'issues in 97% of cases, however executives we assisted with personal matters 76% of the time (Coutu, Kauffman 2009).

Throughout the coaching process you may realize that the core "barrier", which retains you from moving forward is not the one initially spoken with the coach. This implies that the objectives agreed are probably not in accordance with your need. Therefore, redefining the contract may happen (Schmid 2014). Of course, when not noticed by the coach I would recommend to the client to let know of his/her intuition as soon as possible. The honest and transparent relationship between the coach and the coach should allow this.

You shall keep in mind that this coaching process may make you realize certain things you could not pay attention to before (Vanessa 2014). Therefore, this process shall not be considered as a smooth ocean. If we keep the analogy with the sea you should also expect some rough waves, which may first feel unpleasant before being carefully analysed and understood.

5.4 Picking up your coach

In the case of business coaching, corporations often have a "pool" of coaches. These coaches may have different educational backgrounds, skills, experiences and of course apply different coaching models or tools (Christine 2014). The number of coaches from these pools may vary depending on the company. Usually the HR department will provide the future coachee with a pre-selection they have made of coaches. Afterwards, the coachee will make his/her selection of some while looking at the coaches' files. From

this point, the pre-selected coaches will provide “sample sessions” of approximately 30 minutes, which are typically free of charge for the company. These samples sessions will allow him/her to decide with whom he/she want to work (Goette 2014).

However, from which criteria are you going to base yourself on to make a choice?

While looking at his/her file or Curriculum Vitae what shall you pay attention at? Naturally, it would support your choice if you knew that the coach had one or several coaching certifications. Afterwards, nothing retains you from checking the training schools popularity/reputation and what programmes they offer. As seen in part 4, considering the duration of programmes of these schools can let you assert the “digestion” of such competences. Indeed, a coach who took part to a full-time and intensive training during two weeks did certainly not (from my point of view) develop the competencies in a sustainable way.

However, even though we can claim that there are some innate abilities for being a good coach (empathy, intuition...) trainings teach some skills, which will give coaches more reliability (Goette 2014).

In addition, the parameter “accreditation” is also worth to consider. When looking at what coaching training background one coach has, it is a source of reliability to know that the attended programme is accredited by a recognised coaching organisation (such as the International Coach Federation, European Coaching Association or others) (European Coaching Association 2014). Coaching training schools must align and update their programmes when the accrediting organisation requires it. However, this does not suggest that only accredited schools can be trusted. As seen before, the coach him/herself can also be accredited by a coaching organisation. This should be seen an evidence of professionalism because professional associations “impose” some conditions such as “being supervised” regularly.

Of course, since most of coaches (in Swiss Romandie) have a website for promoting their coaching activities (68,5% of them), you shall be encouraged to check them (Société Romande de Coaching 2011). You may find complementary information such as their partners, some clients’ testimonials, activities etc.

Finally, the coach’s age should also be considered to some degree. Actually, we should expect from a coach to have gathered some life and professional experience (beside training) and this is rarely achieved at 25 or 30 years old (Forestier 2002).

5.5 Sample sessions' evaluation

As seen before, in business coaching, it is likely that the client will be proposed some “sample sessions”. We propose here some guidance in order to evaluate the coach before making a choice.

The following proposal made for evaluating sample sessions is based on the 11 core competencies set by the ICF. These core competencies are grouped in 4 clusters and are criteria that must be met when getting accredited from them (International Coach Federation). Of course this methodology does not suggest exploring into detail each of these competencies, as it would be the case in an accrediting process. Thus, only the 4 clusters are considered. They are used as a structure to ensure that the view is exhaustive. However, they will be reinterpreted and adapted in order to be used by coachees.

i. Setting the foundation

The most important theme of this first point is transparency because it is a prerequisite for establishing a climate of trust and also a sign of professionalism. It is expected from the coach to describe clearly how he operates. Thus, all aspects related to the coaching process must be clarified to the coachee. This includes his coaching background, coaching model, the tools used, the “homeworks” from one session to another. Is he/she able to explain how these tools or methods can help you to reach your objectives? The coach shall be convincing when explaining how and why his/her method can help the client. This paper does not suggest that coaching models or tools shall prevail over some others, their core values are explained in part 3. What really matters is his/her ability to make the most of it. However I consider that using personality tests is to some extent an evidence of professionalism. Indeed, it is likely to give a solid base to the coach to work on. Moreover, it can be seen as a “trust driver” in the sense that it shows willingness from the coach's side to understand the client's inner worlds. Of course, in this case it would be necessary to know if the coach bears any certification for ensuring his/her competences to use such a tool.

When “setting the foundation” it would be normal for a coach to ask you directly if you are willing to work with him/her. On the other side, it may appear as surprising that the coach explicitly tells you that he/she agrees to partner with you (Abry 2014). Even though it may feel disconcerting, this is a guarantee of reliability and seriousness.

Even though, coaching presupposes that the client carries all the resources to make changes in his/her professional or private environments, it is reassuring to be aware of the coach's professional experience (Christine 2014). As an example, knowing that the coach also has a Human Resources "consultant hat" can give more confidence to the coachee.

More specifically, the terms of the contract must also be transparent and therefore viewed in their entirety.

An important question that can be asked by the client to the coach is: "Do you adhere to a coaching code of conduct?" This is a formal guarantee of ethical practices. The core ingredient for establishing a coaching contract is the goal that wants to be achieved. Of course, these goals must allow measurement. Determining Key Performance Indicators must also be part of the contract, as well as the number of sessions. There might be more flexibility in life coaching, regarding the number of sessions needed. Confidentiality is also said as being central for successful coaching, however it is important to bear in mind that there are indicators that will be shown to other stakeholders. They include the line manager, the Human Resources department (depending on the company) or others (Harvard Business Review 2009). Therefore knowing what indicators and updates will be given to other stakeholders (who are they?) is an important matter. Nevertheless, the core content of the sessions must remain confidential.

This cannot be considered as a prerequisite but it would be an added-value to know that there is some flexibility (from the coach's side) with regard to the sessions' duration.

Finally, when agreeing on the contract terms it may (surprisingly) happen that the coach explicitly tells you that he/she accepts working with you (Abry 1014). This can also be seen as a real engagement from your coach.

ii. Co-creating the relationship

Determining whether there is climate of trust during sessions is a very subjective feeling. The question "Do I feel secure and comfortable with this person?" is naturally one of the most important indicators for selecting a coach.

However it can be interesting to pay attention to the engagement of the coach to establish a good relationship.

Coaching relies on the humanist assumption that all of us have the potential find our own tailor-made solutions to grow personally. Thus, this belief must be concretely represented during the coaching process. This implies that the coach is not supposed to talk most of the time (Fagioli 2014). The coaching sessions are no mentoring or counselling. The coach's role is to allow you to get in touch with your inner potential and has no mandate to tell you what to do. We understand that the coach's expertise in other fields than coaching (as consultant, trainer, HR manager etc.) is not of interest during the coaching process.

During the sessions coaches may ask you directly if you trust them (Vanessa 2014). This is an example that emphasizes (once more) the importance of mutual trust during the coaching. Coaches shall inspire trust and show empathy.

iii. Communicating effectively

Going through a sustainable personal development requires the coach's ability to allow you to see what you do not see (Vanessa 2014). This abstract statement conveys the message that the coach must be able to raise your awareness level so that you can take a step back over the situation and have a more objective perspective. Therefore it suggests that this partnership must provoke new levels of awareness. This includes that the coach must have developed powerful questioning techniques to bring sufficient awareness. Of course, this might be difficult to assess during a first session with one coach. Nevertheless, again, intuition is a core driver. Indeed, your gut feeling must let you know if this person will be able to raise sufficient awareness within yourself and help you solve your issue (Sophie 2014).

From my point of view active listening is another prerequisite. Your coach is supposed to let you express yourself as much as possible and intervene when necessary. A coaching session where the coach would speak 90% of the time would be seen as counselling but not coaching. The solutions must come from yourself. I would say that the level after listening actively is to transmit a true interest in helping you in your case. Some coaches have a real passion of the human being (Vanessa 2014). This can provoke in the coachee the feeling of being full of resources and possibilities (Sophie 2014).

iv. Facilitating learning and results

This partnership is supposed to create a meta-view (from your side) over your personal situation or issue. The tools and methods used by the coach must allow you to take a step back and to get the big picture.

This include that brainstormings must be effectively performed. Indeed, they allow you to come up with ideas to explore new actions. This relationship should give way to creativity. Am I being “pushed” to take actions? The partnership with your coach should allow you to explore new possibilities of action. Therefore you should be strongly encouraged by your coach to take actions. In fact, taking actions will bring you (small) rewards, which will help you to fuel motivation (Abry 2104). Motivation is a key aspect and is achieved when the coachee realizes of his/her potential (Landsberg 2003).

A last essential point is independence. Actually, you must develop strategies that will allow you to find your own solutions. Coaching aims at developing clients’ inner abilities to reach objectives. This means that coaching is focused on the long-term. Indeed, a good coach will be able to create independence in the relationship so that you will be able to “auto-coach” yourself. From my point of view, this is where coaching can be confused with training because you are supposed (at the end of the contract) to search and apply your inner resources in a sustainable way.

I believe that what really differentiates a good coach from a less good one, is his/her ability not to create dependence between you and him/her. The coach is not a guru neither a superior man (Fagioli 2002). More or less consciously it may happen that the coachee adopts an attitude to please the coach (Forestier 2002). It is important to keep in mind that you are willing to experience professional and/or personal changes for yourself only.

Regarding the coaching process, it seems that having a climate of trust is the most important component of coaching. Moreover, ICF describes creating trust as one of its core competencies. From this we can draw the conclusion that the relationship shared with the coach is essential and therefore the client’s intuition during the first session (or sample session in business coaching) is a key element for selection. Indeed, it is important that you feel comfortable with the person so that you can communicate openly and freely. This partnership must be a flow and there should be no barriers in this communication. Therefore, your intuition will be a key indicator of whether this coach will allow me to overcome my issues or not.

However, even though crucial, intuition solely is not a trustworthy indicator when selection is taken seriously. Logically, we may have preferences with regard to our needs and many factors can be taken into consideration.

Table 3: Evaluation of your coaching (sample) session

| | Evaluation criteria | Sub criteria | -- | - | + | ++ |
|----|-----------------------------------|--|-----------|----------|----------|-----------|
| 1 | Setting the foundation | | | | | |
| 2 | | Clear presentation (experience, models, tools, "homeworks") | | | | |
| 3 | | Transparency of contract's terms (confidentiality, number of sessions) | | | | |
| 4 | | Confidence in the methods used | | | | |
| 5 | Co-creating the relationship | | | | | |
| 6 | | Empathy | | | | |
| 7 | | Do I feel secure and comfortable? | | | | |
| 8 | | Counselling or coaching? | | | | |
| 9 | Communicating effectively | | | | | |
| 10 | | Powerful questioning | | | | |
| 11 | | Repartition of speech | | | | |
| 12 | | Active listening | | | | |
| 13 | Facilitating learning and results | | | | | |
| 14 | | Does he/she allow me get a meta-view? | | | | |
| 15 | | Effectiveness of brainstorming | | | | |
| 16 | | Do I feel independent? | | | | |
| 17 | Overall satisfaction | Climate of trust | | | | |
| 18 | | Do I feel that he/she can help me? | | | | |

6. Conclusion

We can understand that coaching has not developed from one day to another. From my eyes it is important to keep in mind that coaching is part of a process and is far from having achieved its maturity phase. It is too young yet. There is still some way to go until coaching will gain global awareness from the people as well as legitimacy. All of its different influences have significantly favoured the development of different aspects of the profession. Similarly, I share the belief that other types of coaching will gain importance such as web coaching or cross-cultural coaching (Forestier 2002).

As seen previously, there is no formal regulation of coaching, which has led to a fashionable trend where every partner takes advantage of calling itself a coach. However, I believe that accreditation gains more and more importance, which counter balances the abuses of coaching. That is the reason why accrediting professional associations play a key role in promoting and ensuring that schools and/or their members provide good and ethical practises. Personally, I would not favour a strict formal regulation of coaching. From my eyes this would be a shame to have very disciplined processes as well as dominant coaching models and/or tools. It is not to forget that coaching is not a single hat profession. Indeed, most of coaches have gathered experiences in different fields and most of them practise part-time (at least in Swiss Romandie) (Société Romande de Coaching 2011). The diversity of coaching partly comes from all different backgrounds and experiences coaches have among them and despite that some may pretend to be coaches I still believe that this is a strength of coaching. Of course, I am still aware that coaching abuses bring shadow and confusion to the profession. Another example of confusion is the belief that a manager can be a coach for his employees (Fagioli 2014). This cannot be since the manager has a different hierarchical status and cannot be neutral in the situation.

The growing popularity of coaching takes its origins from our modern world where corporations are very demanding. However, organisations should not only consider the Return On Investment (ROI) when measuring the efficacy of coaching. Financial results are not the only variable to take into consideration when it is about the development of employees, managers or executives. (Lefrançois 2013) How much well-being do I want my managers to have? How good do they communicate with each other? How much clarity of mind and enjoyment of themselves? To what degree are they able to step and back and monitor their emotions? These are such questions that organizations should ask themselves.

As well I believe the growing popularity of coaching can be linked to the fact that we becoming more and more concerned with leading a satisfying life. Indeed, it seems that people are more involved with regard to the decisions that may impact them (Whitmore 2009). In fact, beside delivering performance at work, coaching deals a lot with well-being and happiness. It helps its “users” to tolerate ambiguity in others as well as in themselves (O’Connor, Lages 2007). From my eyes a central theme of coaching is “how to establish balance in a sustainable way”. Thus, professional coaching is not only about improving performance at work but also about growing personally.

Regarding the coaching process, I would say that it could be seen as a journey on the ocean. It can be smooth, pleasant but sometimes this same sea may be rough before reaching the coast. The coach is the person that will guide you throughout this journey. That is the reason why selecting this person (who will be your coach) should be taken seriously. From the recommendations of part 5 I would put a strong emphasis on the importance of the chemistry between the coach and his/her client. Despite the fact that many different parameters can be taken into consideration before making a choice, the client’s intuition is probably the most important factor.

Coaching is an area where there is a lack of consensus of a global definition (Gray, Goregaokar 2010). That is the reason why much importance was given while writing this paper to give my personal view of what professional coaching is. Therefore, I conclude this paper by suggesting my own definition of coaching, the one which best reflects my personal understanding of it:

“Coaching is a quest and partnership based on mutual trust where the coach guides the coachee throughout a change by making him/her profoundly aware of his/her inner resources to lead a satisfying life and/or working experience.”

Personnal comments

Writing this bachelor thesis was a highly interesting experience, which allowed me to learn a lot on the different aspects of coaching.

Coaching has always been attractive to me because I've often wondered how I could perform my actions better. Coaching sounds sexy. However, I realised that beyond performance, coaching has a real personal touch. In fact, I agree with O'Connor and Lages who wrote that coaching "helps people to become more themselves" (O'Connor, Lages 2007 p. 252).

I truly hope to continually learn about the subject until the point where I will take part to adequate trainings and feel fully ready to put my coach's "hat".

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Appendices

Appendix 1: Interview with Christine³²- 11th January 2014

Professional coach (ICF PCC)
ICF Mentor Coach
Practitioner EFT

Que pouvez-vous me dire sur les différents types de coachings ?

Ça fait 10 ans que je suis coach. Cependant, dans le coaching il y a des pratiques qui peuvent être tellement différentes, parfois même antagonistes.

Il y a ce qu'on appelle des *life coach* et des *business coach*. Connaissez-vous la différence ?

Les premiers se concentrent sur tout ce qui est non-professionnel, tandis que le deuxième se focalise sur ce qui est en relation à l'environnement professionnel. Cependant, à mes yeux en faire la distinction a peu de sens puisque TOUT est en lien. Je veux dire par là que quelqu'un faisant face à des problèmes dans son travail devra passer par un développement personnel, ce qui touche le *life coaching*.

Il existe également d'autres formes de coaching tel que le *corporate coaching* ou encore le *executive coaching*. Ce premier s'adresse à tout ce qui touche la gestion de projets et le second se tourne plus vers ce qui concerne l'encadrement.

Nous avons aussi d'autres types de coaching qui vont par exemple avoir pour but d'augmenter la performance d'une entreprise, de gagner des parts de marché ou encore d'améliorer l'image.

Mais dans tout il y a toujours un développement personnel. Tout est lié.

Il y a-t-il une différence entre le conseil et le coaching ?

Oui. Le conseil se base sur une expertise. Le coaching est différent car il est « l'art de ne pas savoir »

Pendant 6 ans j'ai travaillé en tant que consultante en RH et en management mais lors de mes sessions d'aujourd'hui j'essaie d'oublier mon expertise RH. La raison est la suivante :

³² Assumed name

Le consultant va vous garantir qu'en appliquant tel procédé qui a déjà fait ses preuves, vous allez obtenir tel résultat. Toutefois, dans le coaching, le résultat dépend du coaché. Le coach ne garantit aucun résultat.

Si vous le voulez bien, pouvez-vous maintenant me faire part de votre parcours professionnel ?

J'ai d'abord étudié à l'ESCA, qui était l'équivalent de la HEG avant que les HES n'existent. J'ai ensuite travaillé six ans dans les RH. Je travaillais en tant que généraliste, spécialiste formation et développement.

Je dois dire que j'ai toujours eu une écoute naturelle. Les gens sont souvent venus me voir pour me demander des conseils. Je me suis alors posé la question « comment mieux faire ? »

Je me suis alors intéressée de près au coaching et ai débuté une première formation de deux ans à l'Institut De Coaching à Genève (IDC). J'ai ensuite enchaîné sur une autre formation de deux ans à nouveaux à Paris à l'Institut Gregory Bateson.

Plus tard j'ai décidé de devenir formatrice. C'est quand on devient formateur que l'on réalise « que l'on n'a rien compris ». En effet, être formateur est un véritable intégrateur de compétences.

Je pense que lors de mes formations de coach j'ai fait l'expérience d'une intégration « intellectuelle » alors qu'après être devenue formatrice cette intégration a été « musculaire ».

Et pour être honnête avec vous, ce n'est que depuis récemment que je vois ma vraie identité dans le coaching.

J'ai par la suite commencé une sorte de formation continue avec diverses formations. J'ai récemment suivi une formation à Montreux en EFT (Emotionnal Freedom Technique), qui est une méthode utilisée dans le coaching.

Mais vous savez, vous pouvez devenir coach après un weekend si vous le souhaitez.

Vous y croyez ?

Non. Comme je vous l'ai dit précédemment, je pense qu'il faut un certain temps avant la bonne intégration de ces compétences. Le coaching est le chemin de l'humilité.

Comment s'organisent ces formations de coach à l'IDC et celle à l'Institut Gregory Bateson à Paris ?

Alors pour l'IDC, il y avait tout d'abord 16 jours de base. La formation opérait ensuite sur 4 jours consécutifs pendant 2 ans. La certification était faite sur 7 jours je crois. Nous étions alors mis en situation avec des clients.

À Paris, c'était un total de 32 jours si je me souviens bien.

L'IDC est certifié par la Fédération Internationale du Coaching c'est exacte ?

La formation de l'IDC nous apporte une définition commune du coaching avec les compétences de base. Les formations de l'IDC sont accréditées par la Fédération Internationale de Coaching (ICF) mais ceci ne veut pas dire que par la suite, ces personnes bénéficiant de cette formation sont certifiées par l'ICF. Pour l'être, il y a une marche à suivre qui consiste à avoir « un certain nombre de vol » et avoir des lettres de recommandations.

Qu'est-ce que cela apporte de plus de devenir certifié coach par la Fédération Internationale du Coaching après sortir de l'IDC?

Pour répondre à votre question la certification ICF a la valeur que peut avoir un organisme faïtier international et reconnu par la profession. Vous pouvez par exemple faire l'analogie au système d'assurance de la qualité ISO.

Alors qu'en sortant d'IDC, vous êtes un coach accrédité par un institut de coaching en Suisse romande qui a sa propre accréditation (très local), vous n'êtes donc pas encore un coach certifié professionnel (Professional Certified Coach_PCC). Aussi bien que puisse être la formation de l'IDC, je ne serai pas reconnue en France comme coach accréditée par l'IDC. Par contre, ils reconnaitront que le programme de formation de l'IDC est aussi accrédité par l'ICF (ACTP) mais ce qui fera la différence est mon PCC de l'ICF. Il s'agit en fin de compte d'un langage commun et d'équivalence de compétences.

Quelle est votre définition du coaching ?

Pour moi le coaching est une *posture d'intervention* qui a pour but de sensibiliser l'autre.

C'est aider l'autre à s'aider soi-même.

Doit-on obligatoirement faire appel est des méthodes telles que la PNL (Programmation Neuro Linguistique), l'EFT ou autre ?

Le but du coaching est d'aider l'autre à pouvoir prendre du recul. Les méthodes telles que la PNL, l'EFT, l'analyse transactionnelle ou même l'utilisation du flipchart ne sont pas obligatoires.

On dit aussi que le coaching est un acte et non une méthode. Êtes-vous d'accord ?

Absolument.

Comment se déroule une journée typique pour vous ?

Le matin je peux avoir une séance de coaching privé avec quelqu'un. L'après-midi peut s'effectuer par mon déplacement en entreprise ou la personne vient elle-même dans le cadre de coaching professionnel. Je peux avoir aussi des séances que l'on appelle tripartite. C'est-à-dire qu'elles se composent du futur coaché, de son manager et de moi-même.

En effet, il y a deux types de situations : l'initiative peut venir du manager (par exemple soucieux du développement de ses employées) ou de l'employé même qui juge nécessaire de recevoir du coaching.

J'effectue aussi des sessions de coaching en groupe et supervise aussi des coachs en formation.

En tant qu'entreprise, que manager, pour quelles raisons souhaiterais-je faire appel au coaching ? Ce type de managers sont-ils plus soucieux de leurs employés ?

Tout d'abord, on fait appel au coaching lorsqu'il y a une sous-performance. Je distingue deux types de managers : il y a ceux qui vont vous dire « je vous donne cette personne, rendez-la moi svp en état de fonctionnement ».

Cette façon de voir les choses reflète assez bien la vision du coaching il y a environ 10 ans où le coaching était la « *solution de la dernière chance* », ou en d'autres termes, l'étape avant la sortie de l'employé. On fait face ici à un vrai problème éthique. De plus pour le coach, il est difficile d'évaluer si le problème ne vient pas aussi de l'incompétence du manager.

Nous avons aussi des managers qui sont dans un vrai souci de *développement* de leurs collaborateurs.

Comment expliquez vous que le coaching s'est autant développé ces dix dernières années ?

Je suppose que le coaching est apprécié car c'est une approche plus légère que celle d'un psy. Le coaching est quelque chose de très concret et de positif. Nous ne nous intéressons pas aux causes.

Je pense aussi que les coachés veulent faire les choses par eux-mêmes, l'aspect motivateur est important.

Voyez vous le coaching comme une thérapie ? En quoi êtes-vous différente d'un psy ?

Je ne vois pas le coaching comme une thérapie puisque nous ne faisons pas de diagnostique comme le ferait un psy. Toutefois, le coaching a des effets thérapeutiques. J'ai déjà connu des clients (et non des patients) qui après nos sessions ont vu des tensions de la nuque totalement disparues ou encore la même chose pour des troubles au niveau du moral.

En tant qu'entreprise, que manager, comment chois-je le bon coach ? Il y a t-il des critères de sélection ?

En principe, les entreprises ont chacune un « pool » de coach. Ils peuvent avoir des parcours différents, des tonalités différentes. Deux ou trois coach vont être contacté et le coaché va choisir celui qui lui convient le mieux.

Pour faire une carrière dans le coaching, doit-on obligatoirement passer par les ressources humaines ?

Non pas forcément. En quelques sortes, du point de vue du client, cela rassure de savoir que le coach a de l'expérience dans les ressources humaines. Cependant, la vraie valeur ajoutée sera le coach qui sera capable de poser la question que personne d'autre ne posera. L'approche est biaisée si l'on se réfère à l'expertise RH.

En soi, le coaching est assez peu vendeur puisque vous ne rassurez pas les clients des résultats.

Puis-je vous donner un conseil ?

La meilleure façon de comprendre le coaching est de se faire coacher. Allez donc voir à l'IDC et dites leur que vous êtes « coachable ».

Appendix 2: Interview with Marie-Claire Fagioli. 4th March 2014

Author of « *Coaching, vous avez dit coaching ?* »

Life coaching, business coaching,

Consultant in management and human relations

Je fais partie de la Société Romande de Coaching. La connaissez-vous ? En 2012, la SRCoach a entrepris de faire un état des lieux du coaching en Suisse Romande, dans le but de décider s'il était pertinent que l'association devienne un organisme d'accréditation des coachs. Cette enquête a répertorié 450 coachs et 16 écoles en Suisse Romande. Nous avons eu des réponses de 143 d'entre eux ce qui était un bon taux de réponse !

Cette étude nous a d'abord démontré que très peu de coachs exerçaient cette activité uniquement. La plupart ont un autre métier de base. Soit en tant que consultant, formateur, conseiller ou thérapeute (certains psychologues ajoutent la casquette de coach).

Sur tous ces répondants, il y avait un petit peu plus de femmes que d'hommes dans le métier. Cependant, il y avait plus d'hommes dans le business coaching que de femmes et inversement pour le life coaching.

Aujourd'hui 3-4 autres écoles se sont ajoutées aux 16 autres.

Alors que nous faisons cet état des lieux, nous nous sommes posé la question « sur quels critères accrédi-te-t-on ? On accrédi-te quoi ? »

Les critères pour être coach accrédité par SRCoach seront les suivants :

1. Le coach doit avoir une formation minimum de 100 heures
2. Il doit avoir accumulé une certaine pratique
3. Il doit être en formation continue
4. Il doit avoir un lieu de supervision et/ou d'intervision.

L'accréditation sera la même pour les différents styles de coaching. Car, en effet, la pratique reste toujours la même, seule la clientèle change !

Je suis de l'avis que faire une distinction entre le life coaching et le business coaching a peu de cohérence puisque les problématiques professionnelles ont

forcément des connexions avec ce qui est de l'ordre du privé/personnel. Êtes-vous de cet avis ?

Je suis entièrement d'accord : une problématique professionnelle a toujours des composants personnels ! Je ne les dissocie pas. Je trouve d'ailleurs aberrant de ne pas prendre en compte la personnalité de la personne si on veut l'aider à résoudre son problème ! Quand je travaille avec quelqu'un je veux d'abord savoir comment cette personne fonctionne, voilà pourquoi j'utilise l'ennéagramme. Mais tout le monde ne voit pas le coaching de cette manière, de nombreux coachs se contentent de pratiquer des techniques d'écoute et de questionnement.

Vous savez le coaching existe depuis très longtemps en fait, mais il portait un autre nom. Par exemple, au début des années 90, j'accompagnais des entrepreneurs via mon entreprise « Institut pour la Création d'Entreprise ». C'était déjà du coaching, cependant on parlait d'« accompagnement ». C'est à cette époque que l'on a commencé à parler de « coaching », nous avons donc introduit ce terme dans nos documents d'entreprise.

Mais aujourd'hui, si le coaching n'est pas clair pour le grand public c'est à cause de certaines dérives. Il y en a deux :

1. Les médias, la télévision par exemple. Fréquemment vous pouvez y voir de prétendus « coachs » qui aident des gens pour certaines tâches (comment draguer, comment faire de l'ordre dans sa maison, Super Nanny...)
2. La deuxième dérive vient de la notion de « manager-coach ». Le manager est un leader, un supérieur, il est devant et montre le chemin. Le coach accompagne, il est à côté, il aide la personne à trouver elle-même son chemin. Le manager ne peut pas être un coach, cependant il peut utiliser certains outils du coach pour être un meilleur leader, c'est pourquoi je préfère appeler mon séminaire où je forme des managers « attitude coaching » !

Que pouvez-vous me dire sur le contrat de coaching ?

Dans un contrat de coaching 2 éléments sont primordiaux :

1. Il est d'abord très important d'avoir confiance dans les ressources du coaché. C'est lui qui a la solution. Il y a certains coachs qui vont parler 90% du temps pendant leur entretien avec leur client, ceci n'est pas du coaching
2. Il y a toujours un objectif. Toujours. C'est la première chose qui est fixée.

J'ai cru comprendre dans vos ouvrages que vous aimiez beaucoup travailler avec l'ennéagramme. Pourquoi cet outil et non un autre ?

Je commence toujours mes séances par un entretien d'ennéagramme. Je pense que cet outil est supérieur aux autres parce qu'il m'explique tout de suite comment fonctionne la personne. Comment voulez-vous aider une personne si vous ne savez pas comment elle fonctionne ? Cependant assez peu de coaches l'utilisent. Sa complexité rebute beaucoup de gens à le mettre en pratique.

Je vais vous raconter une histoire à titre d'exemple de l'efficacité de l'ennéagramme.

Un de mes clients était patron d'une agence et il avait reçu des plaintes de ses partenaires en affaires comme quoi sa collaboratrice (qui répondait au téléphone) était devenue agressive.

Lorsque je l'ai rencontrée, un premier entretien d'ennéagramme m'a permis de comprendre qu'elle était du type 1 : perfectionniste. Je lui ai expliqué les caractéristiques de cette personnalité (exigeante, difficilement satisfaite, marathonnier de l'effort...). Les 1 sont préoccupés par "faire toujours mieux" et s'attendent à ce que les autres cherchent autant à s'améliorer qu'eux. Elle m'a expliqué que ces partenaires devaient remplir pour elle des formulaires et qu'il y avait sans cesse des erreurs. Elle a pris conscience que son agressivité au téléphone était provoquée par de la colère rentrée, face à ces gens qui ne s'amélioraient pas! Lors de la 2^{ème} séance, elle avait déjà changé. Elle me disait que les formulaires étaient toujours aussi mal remplis par les partenaires, mais que « ça ne sert plus à rien que je me mette en colère, tout le monde n'est pas de type 1 ».

Voilà pourquoi je suis persuadée que l'on ne peut pas économiser les aspects psychologiques du coaché. Un coach n'utilisant que le « question-réponse » serait probablement parvenu en 6-7 séances au même résultat que moi. Il y serait arrivé « par tâtonnement ».

Pour moi mes 3 piliers conceptuels sont :

1. L'approche systémique
2. L'analyse transactionnelle
3. L'ennéagramme

J'ai vu sur votre site que vous donnez des formations au coaching. Sont-elles remboursées par les entreprises ?

Je dirais que ¼ ou 1/3 de mes participants se font ensuite rembourser par leur employeur. Ces personnes viennent de leur propre initiative.

Si vous avez lu mon livre vous devez savoir qu'il y a aussi des coachs internes !

J'ai eu l'occasion de travailler avec une grande banque. Celle-ci avait déjà un coach interne, mais c'est seulement un coach de performance ! Il rencontre ses collaborateurs 1 fois par semaine pour les conseiller, voir avec eux s'ils ont remplis leur objectifs...ça se rapproche beaucoup du coaching sportif.

Que pensez-vous de la PNL ?

Aujourd'hui, en Suisse Romande beaucoup de coachs ont une formation PNL. Beaucoup d'écoles de PNL enseignent également le coaching. J'ai le diplôme de praticien, j'utilise certains outils de PNL, mais je préfère quand même l'Analyse Transactionnelle.

Utilisez vous l'hypnose ?

Très peu. Il m'arrive parfois de l'utiliser pour renforcer un changement. Lorsqu'une personne a un "insight", qu'elle réalise quelque chose de très fort.

Connaissez-vous d'autres outils ?

Il y a d'innombrables outils aujourd'hui, il y a des modes, maintenant c'est les mouvements des yeux (EMDR).

Est-ce que la méthode utilisée est vraiment importante dans le coaching ? Est-ce la méthode qui va être plus adaptée à un certain problème ?

Non. La méthode est bonne quand la personne qui l'utilise croit en cette méthode. Il faut qu'elle ait l'aptitude à en tirer un maximum.

Appendix 3: Interview with Stéphane Abry- 10th March 2014 (telephone conversation)

Former life coach from end of year 2013 (at the time of writing)
Ultra marathonian

Vous devez savoir d'abord une chose, c'est que je ne pratique plus le coaching (life coaching) depuis la fin de l'année passée. Je ne travaillais pas en collaboration avec des entreprises mais seulement avec des particuliers.

Pourquoi avez-vous arrêté le life coaching ?

A cause du manque de clientèle tout simplement. Je vis au Valais et il m'était particulièrement difficile de trouver des clients. Vous savez vivre du coaching uniquement si vous n'avez que 2-3 clients par semaine ce n'est pas possible. Une amie à moi exerce à Paris et la réalité est bien différente là-bas ! Mais nous ne parlons pas de la même chose. Le marché est bien plus important (c'est une ville de plusieurs millions d'habitants) et elle a du travail en permanence ! Si je souhaite me relancer dans le coaching en Suisse Romande il me faudrait viser Lausanne et Genève.

Pouvez-vous me raconter votre parcours professionnel avant de devenir coach ?

J'ai d'abord commencé à travailler à l'âge de 16 ans et j'ai une expérience de 23 ans dans les médias, plus précisément à la radio. Je suis ensuite devenu formateur animateur radio.

À 30 ans, j'ai commencé à m'intéresser à la psychologie, psychanalyse. Mais je me voyais mal travailler dans ce domaine. Tandis qu'avec le coaching on entre plus vite en action. On fixe des objectifs, il y a une dynamique qui me plaît beaucoup.

J'ai ensuite suivi une formation en PNL de 2 ans à Lyon. J'ai aussi suivi d'autres formations en Analyse transactionnelle, utilisation de l'ennéagramme, études de rêve (bien que ceci était pour mon propre intérêt et par pour l'appliquer ensuite avec des clients)

J'ai aussi été certifié à Monthey avec une formation qui a duré 2 ans.

Pouvez-vous me donner des exemples de problématiques pendant vos séances ?

J'ai déjà eu des personnes qui venaient parce qu'elles étaient trop jalouse, d'autres venaient me voir pour surmonter des peurs telles que l'arachnophobie. Mais votre me

question me rappelle quelque chose que j'adorais dans mon métier, c'est la diversité. Dans le coaching on peut rencontrer de tout. Je me souviens un même jour j'avais coaché une femme au foyer qui n'arrivait pas à faire son ménage chez elle et le même jour j'avais reçu un cadre qui souhaitait être coaché pour un changement de carrière. Vous voyez, on peut retrouver du coaching dans pleins de situations.

Pouvez-vous approfondir le cas de cette femme ?

Elle n'arrivait pas à faire le ménage du foyer de sa famille parce qu'elle n'arrivait pas à s'organiser. C'était arrivé à un tel point que sa vie de couple en était perturbée. Nous avons mis en place des stratégies comme écouter son baladeur (oui nous en étions encore à l'époque des baladeurs) des chansons qui lui apportaient motivation, ranger le linge progressivement...C'est elle-même qui fixait les objectifs. D'après moi, une fois que les objectifs sont posés, c'est déjà à moitié réussi. Parce que l'on sait où on va. Il faut juste que les objectifs soient réalisables.

Comment se déroulaient vos séances ?

Comment je travaille ? Alors tout d'abord, j'explique au client comment je travaille. Alors je lui demande s'il/elle a envi que l'on travaille ensemble.

J'étonnais parfois mes clients parce qu'au cours de la première séance je communiquais au client si j'acceptais de travailler avec lui/elle. « Je suis d'accord de travailler avec vous ». En effet, une notion fondamentale est la confiance ! Dès la première séance je peux sentir si notre collaboration va permettre d'amener un changement ou non. À la fin de chaque séance je donnais aussi un feedback à la personne.

Appendix 4: Interview with Jennifer³³ - 11th March 2014

11th march 2014

1h15

Certified coach and NLP practitioner

À vos yeux, qu'est-ce que le coaching?

Vous savez je pense que très peu de gens ont une idée de ce qu'est un réellement un coach. Peu de gens savent ce qu'est le métier. Mais c'est quoi le métier de coach?

Il y a aussi de nombreuses nuisances au coaching, il y a du « coaching » pour tout et tout le monde peut se dire coach (il suffit simplement de l'écrire sur la porte de son cabinet). En effet, le coaching n'est pas un métier protégé contrairement à d'autres métiers.

Êtes vous familier avec ces autres associations certifiantes (que l'on retrouve sur notre brochure) tels que l'Asca, L'Eduqua ou l'INLPTA ?

Assez peu je dois dire.

En faite, ces organismes protègent leurs professions et certaines pratiques.

L'ASCA (Fondation Suisse pour les Médecines Complémentaires) par exemple met en avant certains standards pour les thérapies alternatives et complémentaires et les protège. Elle assure un certain contenu auprès des instances formatrices (comme notre propre institut). EduQua impose également des critères de qualité en ce qui concerne les prestataires de formation continue. Le coaching, lui n'est pas protégé.

Avez-vous vu l'enquête faite par SRCoach il y a deux ans ?

J'en ai entendu parler.

Leur « état des lieux » de la Suisse Romande a compté environs 460 coaches et 16 écoles. Que pensez-vous de ces chiffres? Pour ma part je trouve ce nombre de coach important.

³³ Assumed name

Vraiment vous trouvez ? Combien sommes nous en Suisse Romande ? 2 millions de personnes ? Combien de coach par habitant cela représente ? Ce n'est pas beaucoup je pense et c'est aussi pour cette raison que la profession n'est pas protégée (malgré le grand potentiel). Il serait intéressant selon moi de regarder combien de docteurs nous avons par habitant et le comparer au coaching.

En revanche, l'ICF (que vous connaissez déjà je suppose) est le seul organisme d'accréditation en Suisse Romande. L'ICF promeut plusieurs choses : un code éthique, une certaine juridiction dans les contrats, permettant une confidentialité. De plus, l'individu membre de l'ICF s'engage dans une formation continue ! Vous avez ainsi 3 niveaux d'accréditation :

1. L'ACC (Associate Certified Coach), que je suis moi-même.
2. Le PCC (Professional Certified Coach)
3. Le MCC (Master Certified Coach)

Quel est l'intérêt pour un coach de recevoir le niveau d'accréditation PCC ?

La reconnaissance évidemment. Si, rares sont les coachs à exercer le coaching à 100% c'est parce qu'il y a une réalité économique derrière !

Que voulez-vous dire ? D'après le rapport de SR Coach, on peut expliquer le faible taux d'activité des coachs du fait qu'il y a une bonne complémentarité entre le coaching et leurs autres domaines d'expertise, ainsi que le fait que le coaching est un métier encore jeune et peu reconnu.

C'est vrai, c'est vrai, cependant il y a également une raison économique ! Il ne faut pas se voiler la face.

Le contrat avec le coaché dure, je dirais, entre 5 et 12 séances, ce qui veut dire environs 3-4 mois. C'est là qu'un problème survient, les coachs doivent « recruter » des nouveaux clients en permanence ! Vous n'êtes jamais engagé par une boîte pour toujours.

Ceci implique donc une partie marketing, préparation des entretiens, facturation et rapports. En d'autres termes, pour 1h de coaching (facturée), j'ai 3 autres heures qui ne sont pas facturées ! À ceci nous devons aussi compter une difficulté

supplémentaire qui est les 2-3 premières années après l'ouverture du cabinet de coaching qui doit se faire connaître etc...

S'ajoute à ceci les horaires attribuées aux séances de coaching. Souvent, mes clients prennent rendez-vous avec moi entre midi et 14h ou bien en fin d'après-midi. C'est-à-dire que le coach s'adapte aux horaires de ses clients.

Si je comprends bien, ceci s'explique aussi dans la mesure que le coaching n'est pas une thérapie et donc pas remboursée.

Exactement. C'est pourquoi l'ASCA et l'ICF sont littéralement différents.

Qu'est-ce qu'implique être membre de l'ICF ?

Pour obtenir la certification ACC il faut accumuler 100h d'expérience de coaching, 60h de formation de coaching, ainsi que des lettres de recommandation.

Lorsque je veux être membre de l'ICF, je dois initier une démarche. La question est alors : souhaite-je pratiquer mon activité selon leurs standards ? C'est une promesse de mon engagement

Pouvez-vous maintenant m'en dire plus sur les différentes méthodes du coaching? Commençons-nous par l'hypnose ?

Tout d'abord l'hypnose est un outil thérapeutique reconnu par l'ASCA. Cette approche thérapeutique a des origines chamaniques avant d'être devenue une science étudiée et de se développer en occident. Elle a été pratiquée par différentes cultures, comme chez les grecs, les égyptiens etc... C'est un outil puissant que je pratique souvent lorsque quelque chose est difficile à verbaliser pour mon client.

Quelle est votre définition de l'hypnose ?

Ma définition de l'hypnose est simplement le fait de rentrer dans un état de conscience différent. Je vais vous donner un exemple. Lorsque je cours (je cours beaucoup), je rentre comme dans un état de transe. Si une ambulance enclenche sa sirène, je ne vais pas l'entendre. En revanche, je vais entendre le chant des oiseaux. Mon état de conscience est juste différent.

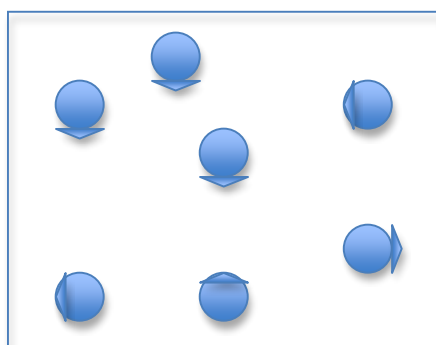
Dans notre institut nous nous appuyons sur l'héritage de Milton Erickson, père de l'hypnose Ericksonienne. Milton Erickson n'a pas inventé l'hypnose mais il est le père du langage hypnotique. C'est-à-dire qu'il a modéliser un certain « comment parler », un langage métaphorique.

Qu'appellez- vous un langage métaphorique ?

Nous travaillons avec des concepts. Par exemple la motivation est un concept, et donc par définition complexe. Utiliser ces concepts amène les gens à laisser un libre espace d'interprétation dans la mesure où chaque concept a une signification individuelle.

Que pouvez-vous me dire sur la PNL ?

Dans les années 70, John Grinder et Richard Bandler ont observé et étudié plusieurs thérapeutes, qui ont tous rencontrés un grand succès dans leurs carrières et ont ainsi modélisé leurs comportements. Ils ont étudié Fritz Perls, le fondateur de la Gestalt, Virginia Satir, qui a inventé la thérapie familiale systémique. Petite parenthèse. En deux mots, la systémique permet de prendre du recul et d'analyser une situation, une crise complexe. Si je demandais à quelqu'un de me schématiser la situation familiale nous pourrions obtenir ceci (par exemple):



Chacun de ces ronds représenterait une personne de mon cercle familial (je serais au centre) et nous observerions neutrement la situation. « Nous constatons que la mère n'est pas de face, mais de dos, dans la crise ».

La Gestalt, elle, est une démarche très pragmatique. C'est une démarche que je qualifierais même de ludique dans la mesure où elle permet de réinterpréter des

situations (dans lesquelles nous ferions face à un excès de colère par exemple). Pour concrétiser ceci dites-moi brièvement un évènement qui vous a récemment énervé.

Un ami du Danemark est venu me rendre visite ce weekend et j'étais légèrement agacé de voir qu'il ne proposait jamais son aide, comme pour mettre la table, la débarrasser, faire son lit etc...

D'accord, très bien. Alors maintenant expliquez moi cette même situation, décrivez là, en introduisant simplement le mot « curieusement ». Chaque description doit commencer par le mot « curieusement ».

Un ami est venu me rendre visite et curieusement il a très peu proposé son aide à la maison. Curieusement, il ne m'a pas aidé à préparer à manger.

Curieusement il ne m'aidait pas à mettre la table, et curieusement ni à la débarrasser. (Je ris)

Incroyable, mon énervement devient presque amusant, voir ridicule !

Exactement. Vous prenez de la distance par rapport au déclencheur de vos émotions. La Gestalt c'est prendre du recul par rapport à ses émotions. Elle aide à choisir ce que l'on ressent. On introduit alors une relation différente avec ses propres émotions.

De retour vers la PNL, il s'agit d'une étude de la structure de l'expérience subjective. Elle aide à comprendre le monde du coaché et se base sur la croyance que tout le monde peut apprendre à apprendre de la même manière que des gens talentueux.

Si vous maîtrisez l'hypnose éricksonienne, cela fait-il de vous un thérapeute pour autant ?

Non parce que le coach ne demande pas le pourquoi. Même si l'hypnose est un outil thérapeutique, je vais plutôt m'intéresser au sens, je vais plutôt commencer ma phrase par « en quoi ? ».

Le coach se concentre sur la construction du futur. Si je fais l'analogie de la fleur, le psychologue s'intéressera aux racines, tandis que le coach regardera de près les pétales de la fleur. Je ne vais pas creuser.

Une dernière question : Que pouvez-vous me dire sur la neuro-sémantique ?

Elle est la petite fille de la PNL puisqu'elle vient d'elle. Elle étudie la relation entre votre performance et les significations que l'on donne aux choses, aux personnes. Par exemple si je vous demande la signification que vous donnez au soleil ?

Je pense à la chaleur.

Mais pourquoi pensez-vous à ce sens ? Pour moi le soleil me renvoi à quelque chose d'autre. La neuro-sémantique étudie la codification des sens et son impact sur les relations humaines. Mais dans l'exemple que je viens de vous donner, nous ne travaillons pas avec un concept. Vous imaginez alors à quel point la codification peut devenir complexe.

Appendix 5: Interview with Marie-Claire Schmid- 31st March 2014

SR Coach president

Alors avec vous aujourd'hui, j'aimerais couvrir 2 domaines principaux. Le 1^{er} étant le rôle que joue la Société Romande de Coaching et la 2^{ème} étant le côté pratique des séances de coaching.

Est-ce que vous pouvez me parler du rôle que joue la Société Romande de Coaching ?

La SR Coach a été créée en 1999. Elle était à cette époque assez fermée

Et elle s'est ouverte depuis. En 2010, nous nous sommes posés la question comment nous voulions poursuivre parce qu'il est vrai que nous faisons face à certaines difficultés, notamment dû à la crise économique qui a amené beaucoup de nos membres à démissionner de notre association. Cette période était critique puisque certains de nos membres ne pouvaient plus financer leur cotisation (CHF 250.-)

Cela nous a amené à nous interroger sur l'avenir de notre association. «Y avait-il un réel besoin au niveau d'une association professionnelle de coachs ? Devrait-on éventuellement fusionner avec par exemple l'ICF ? ». Toutes ces questions, nous ont amené à mettre en place une enquête auprès des coachs. Nous voulions savoir ce que les coachs professionnels attendaient d'une association telle que la nôtre (notre enquête révèle ces attentes dans le tableau page 33). Nous avons donc pris la décision de mener une enquête dans le but de faire un état des lieux de la situation du coaching en Suisse Romande. Nous avons ainsi découvert que les coaches attendaient d'une association professionnelle telle que la nôtre. Tout d'abord que nous fassions la promotion du coaching, également ils souhaitaient une accréditation afin d'avoir la possibilité de se démarquer sur le marché. Cette enquête a donc été la première étape et nous a ainsi confirmé le besoin de devenir une instance d'accréditante.

À la suite de ceci, nous avons donc actualisé notre code de déontologie ; bien qu'il était déjà très bien fait.

Nous avons aussi mis en place un comité de pilotage afin de réfléchir à ce qui fonde la pratique du coaching et quelles sont compétences du coach en exercice. Nous avons donc établis un référentiel de compétences. Nous voulions créer une accréditation qui soit directement en lien avec l'expérience. Ce comité était composé de personnes

venant de différents milieux et par ce biais pluridisciplinaire. Pour réaliser ce projet ambitieux, nous avons été en contact avec toutes les associations de coaching aussi bien en Suisse qu'en Europe et à l'international. Tels que par exemples, la Bundesverband für Coaching, Supervision und Organisationberatung (BSO) située à Berne ou encore la Société Française de Coaching (SFC), l'ARC Coaching, EMCC et bien d'autres. Tous ces échanges nous ont aidé à cheminer et à comprendre comment nous voulions accréditer et pour quelles raisons nous voulions faire les choses ainsi.

On parle beaucoup de l'importance du code de déontologie, mais pour être honnête avec vous je vois assez peu de différence entre le vôtre et par exemple celui de la SFCoach.

C'est une remarque intéressante. En réalité, les thèmes ou les préoccupations à faire respecter ce code de déontologie sont les mêmes d'une association à une autre, toutefois il y a tout de même certaines nuances.

En ce qui concerne nos exigences concernant une demande d'accréditation, un coach qui en fera la demande, devra :

- Etre membre de notre association depuis en tout cas 1 an.
- Avoir au minimum 3 ans d'expérience
- Suivre une supervision/intervision
- Poursuivre son développement par de la formation continue

C'est à dire que le coach a la liberté des formations continues qu'il souhaite suivre toutefois il devra justifier des cursus de formation continue qu'il aura fait.

Si nous comparons par exemple maintenant le processus d'accréditation de la SFCoach, afin d'obtenir le plus haut niveau d'accréditation, il faut notamment publier des ouvrages et écrire des articles dans la presse. Notre accréditation aura une durée de 4 ans avant d'être renouvelée.

Au début, nous hésitions à accréditer tous les types de coaching, en mettant en place des accréditations spécifiques pour le Life coaching, le business coaching, ou encore le team coaching. Finalement nous avons décidé de nous focalisé sur une seule accréditation regroupant le life ainsi que le business coaching. Tandis que par exemple la SFCoach accrédite en plus le team coaching (même s' il y a à ce jour très peu de demande).

Excusez-moi mais je crois que beaucoup de gens confondent accréditation et certification. Pourriez-vous les définir ?

Une certification valide les compétences acquises dans une formation de base en coaching. L'accréditation ne se focalise pas seulement sur les compétences mais aussi sur l'expérience, le savoir-faire. Nous accréditons par ce biais aussi le niveau de réflexivité du coach ; le coach professionnel doit avoir un certain niveau de réflexion sur sa pratique et être amené à se demander pourquoi il fait ce qu'il fait, quels en sont les impacts, les résultats ou les conséquences.

Quel est le but de la SR coach ?

Notre but est de promouvoir le coaching professionnel et de professionnaliser sa pratique. Pour cette raison nous nous sommes engagés à mettre un cadre de référence à cette pratique au sein de notre association. Depuis trois ans nous focalisons nos efforts sur la mise en place d'une accréditation de coaches.

Vous pensez terminer ce projet d'accréditation quand ?

Nous espérons boire le champagne à la fin de cette année (rires).

Pensez-vous que l'on se dirige vers une formation fédérale du coaching ?

Je l'espère oui. La formation sera alors officiellement reconnue. Mais nous ne sommes encore pas là. Vous savez les psys ont mis des années à atteindre ce niveau là, il en va de même pour le coaching. Il faut compter certainement encore plusieurs années.

J'étais impressionné de voir dans votre enquête que vous avez recensé 460 coaches en Suisse Romande. Qu'en pensez-vous ?

Ces chiffres sont aujourd'hui obsolètes. C'était il y a presque 3 ans. Depuis les écoles de coaching poussent comme des champignons et des centaines de personnes se forment chaque année. En effet, beaucoup de ces personnes suivent ces formations plus dans l'idée de faire du développement personnel et non afin de s'établir en tant que coach. Il est évident que ces chiffres ne sont plus actuels.

SR coach va-t-elle toujours se concentrer uniquement sur le marché de la Suisse Romande ?

C'est une bonne question. Non non. Notre focus actuel est l'accréditation mais nous sommes conscients que ceci va induire que notre association va forcément prendre de l'ampleur. De plus, il est évident que nous avons tout intérêt à nous ouvrir pour promouvoir le métier de coach et encore plus si nous souhaitons que le coaching ait des

standards internationaux. Nous l'avons déjà fait via les collaborations que nous avons développé avec d'autres associations.

Aidez-vous vos membres à être en contact avec des entreprises (dans le but de coacher les employés, cadres ou dirigeants) ?

Non nous ne faisons pas ça. Cependant nous prévoyons pour l'année prochaine de faire des conférences auprès des entreprises et des HR afin de promouvoir le coaching et les avantages de notre accréditation.

J'aimerais maintenant passer à la deuxième partie de cet entretien et voir avec vous le côté plus pratique du coaching si vous le voulez-bien. Quel est d'après votre expérience les problématiques qui reviennent le plus souvent dans le coaching de la part de vos clients ?

Je dirais une nouvelle prise de poste, gestion du stress, problème de délégation et de communication. Les cadres ont des problématiques souvent plus orientées performance tandis que les dirigeants en ont plutôt en ce qui concerne le sens, la vision.

Pouvez-vous m'en dire d'avantage sur les séances de coaching avec peut-être des exemples concrets ?

Tout d'abord, nous avons tous certaines limites. Ces limites sont définies par nos peurs, nos croyances. Lorsque qu'une personne prend contact avec un coach, elle cherche à développer certaines compétences pour faire face à une transition ou un changement et atteindre ses objectifs. Après une séance tripartite avec l'employeur, des objectifs de développement sont mis en place.

Pour ma part, je travaille beaucoup avec la systémique. Un outil que j'utilise également beaucoup est l' « appreciative inquiry ». C'est une approche qui est focalisée sur une démarche positive et avec une focalisation sur ce qui fonctionne bien ou ce qui jusqu'ici a donné des résultats. L'idée est de reproduire des résultats à partir de ce qui fonctionne bien.

Un outil de la systémique que j'aime bien utiliser c'est simplement faire travailler le client avec des plots en bois. Chacun de ces plots représente un personnage, un problème ou une situation etc. En les bougeant, il y a une prise en compte de la situation ainsi qu'une prise de recul. Souvent les clients disent alors « ah je réalise cela ! ». En effet, la vision d'une situation en mouvement est très éclairante et permet de véritables prises de conscience. On ne fait pas que travailler l'intellect.

Un autre « outil » que je préconise me vient de la PNL : la ligne du temps. Cela permet à la personne de se situer dans le temps, de situer au même titre les personnes impliquées ou les situations vécues. Le client est alors debout et dispose des feuilles de couleur autour de lui. On travaille sur l'ancrage (thème important en PNL).

Un autre outil systémique que j'utilise souvent au tout début est l'échelle. Je demande au client d'évaluer sa peur, son appréhension sur une échelle entre 0 et 10. 10 voudrait dire qu'il est en pleine forme et 0 qu'il se sent « à ras les pâquerettes ». Cela me permet assez simplement d'être conscient du bien-être ou mal-être du client. Et pour le client cela lui permet de se représenter là où il en est et par la suite de mesurer son évolution.

Vous savez il faut en moyenne 6 séances pour qu'une personne rentre dans le processus de coaching. Je veux dire par là, que ces 6 séances sont nécessaires avant que certaines prises de conscience se fassent et que des changements voient le jour.

Je vous avoue être surpris.

Vous savez, nous faisons parfois face à des croyances qui peuvent être très limitantes. Il faut alors avancer à petit pas, au rythme du client. Il est l'acteur de changement. L'humain a besoin de repères, si bien qu'il n'aime pas être confronté aux changements ou aux incertitudes que cela génèrent. Il est très difficile parfois de lâcher ses repères, c'est forcément anxiogène. Il m'est déjà arrivé à la fin d'un contrat de coaching que le client me communique un problème encore beaucoup plus important ! Souvent dans un coaching qui relève du life coaching, des gens me disent « j'ai un souci professionnel » mais après discussion et prise de conscience, on doit réadapter les objectifs principaux parce que la problématique est beaucoup plus personnelle et ne découle pas principalement du domaine professionnel.

Vous écrivez sur votre site internet que la pratique du coaching est arrivée à maturité. Pourquoi pensez-vous ceci ?

Le coaching s'est suffisamment développer depuis les années 90 pour que l'on puisse consolider et positionner le coaching sur le marché. Aussi, nous avons suffisamment de connaissances à présent pour le structurer, offrir un cadre de référence avec des repères claires sur ce qu'est le coaching. Cette évolution nous amène à ce jour à proposer une reconnaissance aux coachs ainsi qu'un véritable label de qualité aux coachs et aux entreprises. C'est comme un enfant qui a grandi !

Appendix 6: Interview with Esther Goette- 6th May 2014

Co-founder of Geneva Coach Alliance,
ICF chapter leader Suisse Romande
Certified Professional Co-active Coach,
Leadership & Career Transition Coaching

Why did you join ICF?

I joined ICF because I want to support the coaching profession. The ICF has created quality and ethical standards that every member must adhere to. If you will, it serves to create the "gold standard" for coaching. As you may know coaching is not regulated. Anyone can have the title "coach" written on his door, so it is in every professional coach's interest to be associated with such professional body. Moreover this organization is recognised worldwide.

You can become a member even if you are not accredited, as long as you have completed or are at least enrolled in a 60 hours training program by an ICF accredited coaching school. To renew, there are certain requirements to meet³⁴:

- ICF Members who currently hold an ICF Credential (ACC, PCC, or MCC) automatically fulfill membership eligibility requirements and will retain their ICF Credentialed Coach Member status.
- If you have already completed 60 hours of coach-specific training (view more information on ICF definition of 60 hours of coach training), you have fulfilled membership eligibility requirements and will retain ICF Coach Member status.
- If you have fewer than 60 hours of coach-specific training but are enrolled in at least a 60-hour ICF-approved ACTP or ACSTH training program from 2013 and are due to complete at least 60 coach-training hours in 2014.
- If you have fewer than 60 hours of coach-specific training and are not currently enrolled in an ICF-approved ACTP or ACSTH training program, your coach training experience does not qualify you for ICF Membership. The accreditation for example is valid for 3 years, then you have to renew it. For this purpose, you can collect units by attending conferences, following trainings to renew this accreditation (1 unit equals 1 hour if I am not mistaken) (International coach federation 2014).

³⁴ These requirements were completed from www.coachfederation.org

Joining ICF helps every coach to establish credibility, and that most often results in higher fees. As well business coaches often hear the question “Are you accredited by ICF?” by their prospective corporate clients.

Private clients are often less concerned, although they should ask too! Regardless of working as a Life Coach or a Business Coach, the relationship with the client is key, it is the chemistry that has to work!

I know that companies that provide coaching to their managers, employees generally have a “pool” of coaches. How can you get into the pool?

That is the big question! You can do this through networking. Word of mouth, or rather Recommendation is essential.

Now what can you do when you don't know anyone in the company you would like to work as a coach for? Networking can be defined as what we are both doing right now. “Do you know Alex? Yes I know him, he is passionate about coaching...”

When I speak of networking I do not necessarily think of associations but rather of people that meet and know each other. If you want to join a network, you will try to meet these people.

It is also helpful to create networks with other coaches, to represent a bigger entity when facing corporate clients.

How does it work when a person (in a corporation) has the approval from his manager to be coached?

Usually, the HR department will provide him/her with a pre-selection they have of coaches. They have their files. The future coachee has a look at them and will make his selection. Some coaches will then provide what we call “sample sessions”. These are typically 30min sessions with the coachee that will allow him to finally decide with whom he/she wants to work. These sample sessions are typically free.

From my eyes, ICF is a huge institution to which may people refer. However some say that it is a kind of “marketing machine”. Moreover, they accredit only those who have followed programmes offered by schools accredited by them.

It is true that some say that ICF is too rigid. But on the other hand they want to make sure that you cannot be called a coach after one weekend of training only.

I believe that one of the main reasons why ICF has become so important is that it has the power to accredit programmes. Do you think the same?

Probably, but it is a win-win situation for the ICF and schools. ICF sets standards and schools align with these standards, although this process is not linear. The ICF has just changed some of the accreditation requirements, for example. This is also in response to the growing number of coaching schools these days. The ICF can't stand still. The result is that ICF maintains its influence, and schools are given recognition.

Are you a coach Alex?

Well, how could I be? I am way too young and inexperienced.

It depends whom you coach. Of course I won't expect you to coach an executive but you could coach in your area of expertise and passion. It is not just based on age, but on experience, and where your passion lies..

Do you think that it is possible to have the innate abilities to coach? Is training essential from your eyes?

I believe that someone who has natural empathy, who is an active listener and intuitive can practise coaching. We are not all equipped equally. A training will help you though, as for example intuition can be practiced. And it certainly teaches you skills such as Powerful Questions; etc. I prefer a trained coach over a natural coach, I believe in training!

You must know that ICF is not the only accrediting organisation for coaches. Do you see a competition between accreditations?

I do not know how others position themselves. ICF is international. I think we should all work together for the promotion of coaching.

Would like to have a formal regulation of coaching so that the profession is protected?

That would be a good thing as it would bring much more clarity.

I know that your coaching model is coactive coaching? What is it?

Coactive coaching is pretty unique because it focuses on *being as much as doing*. Before changing the behaviour, we will bring self-awareness and put the focus on key questions such as "Who am I? What do I want?" The coachee must understand first who he/she is before taking action.

Talking about the tools you use what are they?

We work a lot with visualisation. The core driver (captain crew), core values (it is a peak moment), life purpose, wheel of life... We work with 3 principles, Fulfillment, Balance and Process, and we assume that the client is naturally creative, resourceful and whole. I invite you to look it up!

Appendix 7: Interview with Sophie³⁵ - 11th May 2014

Student
A coachee's testimonial

A-t-il la casquette de coach ?

Oui mais il en avait plusieurs.

Pourquoi as-tu décidé d'aller voir un coach ?

Parce que je me sentais perdu par rapport à mon futur professionnel. J'y vais dans un but d'éclaircissement et d'aide dans mes recherches. Je n'avais jamais vu un coach avant. Je pensais que « changer » et me tourner vers un coach (et non aller voir un psy par exemple) pouvais m'ouvrir des perspectives nouvelles.

A-t-il d'abord présenté son activité, ce qu'il faisait ? Ses compétences, son expérience, sa formation ?

Il m'a tout d'abord demandé en quoi il pouvait l'aider, ma raison de ma venue. Je lui ai expliqué ce que je voulais changer. Il m'a expliqué qu'à la différence de ce qu'il faisait, un psy essaye de comprendre ce qu'il ne va pas. Lui s'intéresse à l'avenir. Il fait aussi du coaching de carrière.

Je me souviens aussi qu'il a d'importantes connaissances par rapport au cerveau humain.

Avez-vous signé un contrat ? Où avez-vous définis le nombre de séance, des objectifs, confidentialité ?

Non. Cette première séance, était surtout une présentation, une discussion. Il voulait connaître son interlocuteur.

Il a dit qu'il allait m'ouvrir les yeux sur d'autres perspectives. C'était assez vague.

Il m'a simplement dit que ça ne prendrait que quelques séances.

Combien de temps a durée cette première séance ?

1h40

Combien de temps durent les autres ? L'a-t-il dit ?

³⁵ Assumed name

1h-1h15

Combien de temps entre les séances ?

2 semaines

Que peux-tu me dire sur cette première séance que tu as eu ? Quel a été ton ressenti personnel au long de la séance ? Il y a-t-il eu des moments forts ? Y a-t-il eu des prises de conscience importantes ?

Tout au long je sentais que j'allais quelque part, que j'avais vraiment trouvé la bonne personne. J'avais réellement l'impression qu'il allait pouvoir m'aider. Je suis sorti de l'entretien avec plus de doutes et de questions qu'avant l'entretien. Mais je ne le ressentais pas négativement. Avant l'entretien, j'avais en tête une orientation professionnelle spécifique et à la suite de ça j'avais des doutes par rapport à cette orientation et des questions concernant d'autres perspectives.

Pas des questions mais plutôt des remarques m'ont fait prendre conscience. Il a utilisé des métaphores qui m'ont fortement marquées.

Il m'a dit qu'il allait m'aider à élargir ma vue.

Etais-tu à l'aise ? Il y avait-il un climat de confiance ? Pourquoi ?

Oui. J'ai passé un très bon moment. C'était un échange parce qu'on a pas uniquement parlé de mon problème. Je me réjouis de la prochaine fois. Il y avait un intérêt mutuel l'un pour l'autre. Il était très à l'écoute (même concernant ce qui n'avait rien à voir avec ma problématique) et empathique. Il me partageait aussi des choses de lui. Il y avait beaucoup de légèreté dans notre discussion.

Comment estimerais-tu la répartition du temps de parole ? (%)

50-50

Comment a-t-il conclu la séance ?

Il savait déjà ce qu'on allait faire la prochaine fois.

Recommanderais-tu le coaching ?

Le coaching je ne sais pas mais lui oui ! Je garde une très bonne impression même si c'était juste une introduction. On a déjà avancé alors qu'on a rien fait. Je n'ai pas encore de réponses mais j'ai avancé.

Préfèrerais-tu être coaché par un homme ou une femme ? Est-ce que ceci à de l'importance ? Pourquoi ?

Aucune importance.

Appendix 8: Interview with Vanessa³⁶ - 14th May 2014

A former client's testimonial
Manager working in the luxury watch industry

Pourquoi avez-vous souhaité être coaché ?

Parce que j'étais dans une période de ma vie où j'étais très affaiblie. Je subissais du mobbing (je l'ai compris en réalité plus tard grâce à mon coach) sur mon lieu de travail. Ces personnes, cette situation, m'a fait profondément douter de moi-même et j'avais terriblement peur de faire une erreur professionnelle. Je voyais que j'étais « en bas » et il était pour moi hors de question « que je me laisse manger tout cru ». Vous savez, il y a moments importants dans la vie où la famille, les amis ne peuvent pas vous aider. Leur support n'est pas suffisant et on a besoin d'une personne extérieure. Je viens d'une famille où il n'est vraiment dans la culture d'aller voir un psy ! J'ai donc pris mon courage à deux mains et j'y suis allée. Je voulais une démarche différente « psychologique » qui correspondait bien aussi à mes attentes professionnelles. Voir cette personne a vraiment été du sur-mesure.

Connaissiez-vous déjà le coaching ?

J'en avais entendu parlé mais n'en avais jamais fait l'expérience.

Comment avez-vous trouvé ce coach ?

Alors bien évidemment, voir ce coach a été de ma propre initiative. Plusieurs personnes m'avaient parlé de lui très positivement. Certaines connaissances le connaissaient. J'ai aussi été voir son site internet qui m'avait marqué pour me renseigner sur ses compétences.

Avez-vous signé un contrat ? Avez-vous décidé d'un nombre de séances et d'objectifs ?

Non pas du tout. Ce n'était pas sa manière de travailler et je trouve ça très bien. Je refuse que l'on me mette dans un « carré » et que l'on me fixe un nombre de séances. En tant que cliente, j'attends une certaine flexibilité. Je considère être le seul juge des séances et des objectifs. Lorsque je pense avoir atteint mes objectifs, alors on arrête. D'ailleurs, quand je le voyais il me disait en début de séance : « alors que faisons-nous aujourd'hui ? Qu'elle est ma casquette ? ».

³⁶ Assumed name

Vous a-t-il tout d'abord introduit son activité ?

Oui bien sûr. Mais ce monsieur n'est pas coach seulement, il a plusieurs casquette, ce qui le rend plutôt indéfinissable. Je crois même me souvenir qu'une séance on avait fait de l'hypnose Ericksonienne.

Aviez-vous des choses à préparer pour la prochaine séance ?

Alors je ne me souviens pas exactement, mais souvent il me donnait sur lesquelles je devais réfléchir. C'était souvent des citations de philosophes. Pour la prochaine fois je devais apporter ma propre interprétation, signification.

Il y avait-il un climat de confiance entre vous ? étiez-vous confiante ? Pourquoi ?

Absolument. Il avait une réelle passion de l'être humain. Il me mettait tout de suite à l'aise. Je me réjouissais à l'idée d'aller le voir parce que je sentais que j'avais. C'était toujours très percutant. J'aimais beaucoup ce côté énergique et valorisant. Je me sentais vraiment accompagnée.

Il arrivait un moment où il vous posait la question (droit dans le yeux) « est-ce que vous me faites confiance ? ». C'est vrai que la confiance est un élément primordial dans ce genre de démarche. J'avais besoin de cette confiance mutuelle. En plus, comme je l'ai dit avant, il y a des moments lors de prises de décisions importantes, on ne sait plus. Sans confiance on ne peut pas avancer.

Il y a-t-il eu des moments forts ? Des moments de fortes prises de consciences ?

Je ne vous cache pas que même si je me sentais mieux après chaque séance, il n'y avait pas de tristesse qui ressortait pendant ces moments. Bien au contraire. Il y a eu aussi des fortes prises de consciences. Je me rappelle d'un de ces moments où je me suis dit que je n'avais plus rien à faire là-bas (mon ancien travail).

Vous savez, c'était incroyable parce qu'il me faisait sortir des choses que je n'avais jamais pensé. Pourtant c'était clair ! Je ne saurais pas comment vous l'expliquer mais il me faisait prendre conscience de certaines choses de manières très percutante. Ça m'a aussi permis de retrouver le sommeil.

Si vous deviez conseiller quelqu'un dans le choix du coach à sélectionner ou une éventuelle préparation, quels conseils lui donneriez vous ?

Il faut être très vigilant. Je vous dis ça parce que mon fils a fait une mauvaise expérience avec un psychiatre et que ça avait commencé à tourner en manipulation. Je pense qu'il

faut être vigilant lorsqu'il y a un aspect psychologique (ce qui est le cas du coaching).
J'ai eu beaucoup de chance que cette personne « se mette sur mon chemin ».